ED 371 109 AA 001 250

Resources in Education (RIE). Volume 29, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 371 110 CE 064 424

Herschbach, Dennis R.
Financing Vocational Education and Training in Developing Countries. Training Discussion Paper No. 111.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Corporate Support; *Developing Nations; *Educational Finance; Fellowships; *Financial Support; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; Student Loan Programs; Tax Allocation; *Vocational Education

This document reports on financing vocational education and training (VET) in developing countries. It focuses on different ways that programs are financed, the link between financing and educational practice, and the conditions that govern the effective use of resources. Chapter I examines the use of public tax revenues to finance VET. It identifies some adverse consequences of public financing; highlights the potential for extending use of public revenues through alternatives to block grants; discusses three major issues--locus of control, equity, and vertical and horizontal imbalance; and describes some policy implications. Chapter II examines these approaches to enterprise financing of training: earmarked payroll tax; tax rebate and credit schemes; and the German dual system. Chapter III reviews alternatives to government-financed VET, including training fees, fellowships and loans, and vouchers and tuition tax credits. Chapter IV discusses production for profit and its

ED 371 129 CE 066 477

Lasko, David J.
Compendium of Interdisciplinary Activities for an Introductory Course in Communication Systems at the Secondary Level.
PUB DATE- May 93
NOTE- 141p.; Master of Science project, Central Connecticut State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; Communications Satellites; Desktop Publishing; Electronic Mail; Holography; *Interdisciplinary Approach; Lasers; *Learning Activities; Secondary Education; *Technology Education
IDENTIFIERS- Fiber Optics

This compendium of interdisciplinary learning activities is designed to assist technology education instructors who are conducting an introductory secondary-level course in communication technology. The 12 activities, which are sequenced from introductory, low-cost activities to more advanced and more involved activities, deal with the following topics: the role of communications in expanding the world, conducting a neighborhood survey to count communications devices, constructing interference-free messages, fiber-optic simulation, assembly and use of a telegraph system, radio communication, satellite communication, basic principles of lasers, laser fiber-optic communication, principles of desktop publishing, principles of electronic mail, and reflection holography. Each activity is designed as an autonomous unit, and each includes an overview, equipment list, step-by-step description of the procedure, suggested evaluation techniques, and discussion of the activity's interdisciplinary aspects. Substantial bibliographies follow many of the activities. (MN)

ED 371 130 CE 066 480

Maddy-Bernstein, Carolyn
Exemplary Career Guidance and Counseling Programs for the Nation's Diverse Student Population: A Preliminary Framework.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 94
NOTE- 5p.; Developed by the Office of Special Populations, University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Counseling; Career Education; *Career Guidance; Counseling Services; *Demonstration Programs; Evaluation Criteria; *Evaluation Methods; Guidance Programs; Postsecondary Education; *Program Evaluation; Secondary Education; *Special Needs Students

The National Center for Research in Vocational Education has developed a framework for identifying exemplary career guidance and counseling programs. The framework, which is to be tested at selected pilot sites during 1994, is designed for use in evaluating secondary- and postsecondary-level guidance and counseling programs targeting one or more of the following populations: educationally or economically disadvantaged individuals, disabled individuals, students with limited

ED 371 148 CE 066 592

Mayville High School Work Experience Program.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Employment Potential; High Schools; High School Seniors; Job Search Methods; *Job Skills; On the Job Training; School Business Relationship; Special Education; Vocational Education; *Work Attitudes; *Work Experience Programs

A general outline is provided for the work experience program at Mayville (Wisconsin) High School that is open to seniors entering through the vocational, business, or special education programs. An introduction provides an overview of the program, including course of study, grading system, and contract. Other contents include goals of the program, objectives for students participating in the work experience program, duties of the coordinator, responsibilities of employers participating in the work experience program, absence and tardy policy, and general outline for classroom instruction part of the program by month. Following this general outline are specifics for the classroom teaching part of the work experience program. For each month, these components are detailed: topics, outline of content and other necessary information, and suggestions for supplemental material. These topics are covered during the 9 months: basic rules of work experience and the job; why work?; on the job communication; the paycheck; is this job for me?; "catch-up"; special problems; drugs and alcohol on and off the job; college?; vo-tech?; stay on the job?; resumes; applications; interviews; taxes; banking; labor unions; failure to get work; getting and keeping a job; fringe benefits; honor employers and analyze the year; and public relations. Other contents include supervisor's checklist of student performance and sample letters concerning absences or tardiness from the work experience position. (YLB)

ED 371 149 CE 066 593

McCabe, Patrick P.; And Others
The Attitude toward School of Secondary Special Education Students with High, Moderate, and Low Attendance Rates.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Career Education; Dropout Characteristics; Educational Research; High Risk Students; *Mild Disabilities; *Potential Dropouts; School Attitudes; Secondary Education; *Special Education; Special Needs Students; *Student Attitudes

A study assessed the underlying dynamics of attendance rates of secondary school special education students at risk for dropping out. Seventy-eight mildly disabled special education students enrolled in an urban work readiness program were interviewed to assess the effects of job and affective skill training on their attitudes toward school. Only feelings of belonging to the school culture differentiated among students

ED 371 168 CE 066 638

Thorpe, Mary, Ed.; And Others
Culture and Processes of Adult Learning: A Reader. Learning through Life 1.
PUB DATE- 93
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Access to Education; Adult Development; *Adult Education; *Adult Learning; Andragogy; Behavioral Objectives; Blacks; Certification; Competence; Credits; Curriculum Development; *Educational Objectives; *Educational Practices; Experiential Learning; Foreign Countries; Homemakers; Interpersonal Relationship; *Learning Processes; *Outcomes of Education; Skill Development; Teacher Role; Teaching Methods; Vocational Education; Womens Education
IDENTIFIERS- Chile; United Kingdom

This book on the culture and processes of adult learning contains 16 papers organized into sections on power, purpose, and outcomes; adulthood and learning; and learners' experience and facilitating learning. The following papers are included: "'Really Useful Knowledge', 1790-1850" (Johnson); "Feminist Challenges to Curriculum Design" (Parsons); "Competency and the Pedagogy of Labour" (Field); "Chile, Santiago: Breaking the Culture of Silence" (Archer, Costello); "Unpaid Work in the Home and Accreditation" (Butler); "Education for Adults" (Squires); "Is There Any Way out of the Andragogy Morass?" (Davenport); "Adult Development" (Tennant); "The Process of Experiential Learning" (Kolb); "Access: Towards Education or Miseducation? Adults Imagine the Future" (Weil); "Black Students in Higher Education" (Rosen); "Teaching Learning: Redefining the Teacher's Role" (Gremmo, Abe); "Developing Learning Skills in Vocational Learning" (Downs); "The Interpersonal Relationship in the Facilitation of Learning" (Rogers); "The Utilization of Learning Objectives--A Behavioural Approach" (Curzon); and "What Is Skill and How Is It Acquired?" (Sloboda). Many papers contain substantial bibliographies. Also included are 25 tables/figures. (MN)

ED 371 169 CE 066 639

Boud, David, Ed.; And Others
Using Experience for Learning.
SPONS. AGENCY- Society for Research into Higher Education, Ltd., London (England).
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Learning; Distance Education; *Educational Opportunities; Educational Practices; Educational Principles; Employment Experience; *Experiential Learning; Foreign Countries; *Group Instruction; Higher Education; Learning Experience; *Lifelong Learning; Models; Social Change; Teacher Education
IDENTIFIERS- Australia; Great Britain; South Africa; United States

This book contains 13 articles on learning from experience and its relationship to adult learning and adult education. The introductory article, "Understanding Learning from Experience" (Boud, Cohen, Walker), examines five propositions about

ED 371 186 CE 066 663

Kloosterman, Diane M.
A Program To Develop Awareness of Nontraditional Career Options, Gender Role Stereotyping, and Decision-Making Skills in Fifth and Sixth Grade Hispanic Girls.
PUB DATE- 94
NOTE- 89p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Assertiveness; *Career Awareness; Career Choice; Career Education; *Decision Making Skills; *Females; Grade 5; Grade 6; *Hispanic Americans; Intermediate Grades; *Nontraditional Occupations; *Self Esteem; Sex Bias; Sex Role; Sex Stereotypes

A practicum was designed to provide a program for a small group of fifth- and sixth-grade Hispanic girls to develop their awareness of nontraditional career options, gender role stereotyping and decision-making skills. This program was offered in an elementary school located in the suburbs of a major southwestern city. Self-esteem, assertiveness, and decision-making skills were introduced as means of supporting choices made independent of traditional female roles. The program consisted of a variety of weekly lessons that included lecture and discussion, paper-and-pencil activities, role plays and student interactions, books and videos, activities and games, and guest speakers. An analysis of pre- and post-test results revealed an increase in career awareness, gender role stereotyping awareness, and self-esteem and assertiveness for a majority of the girls. Pre-test levels of gender role stereotyping awareness and self-esteem were higher than expected. Results suggested the need for career awareness and self-esteem support programs for girls in the sixth grade, much earlier than the generally accepted high school curriculum. (Appendixes include interview questions for teachers as part of evidence of the problem, Attitudes toward Nontraditional Careers survey, Assertiveness survey, list of career day choices, post-implementation interview questions for teachers, and a list of 13 program resources.) (Contains 40 references.) (Author/YLB)

ED 371 187 CE 066 667

Van Voorhis, Richard, Comp.; Pedley, Donald M., Comp.
Resource Index: Vocation. For Personal Study/Reflection and for Congregational Study/Resourcing.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adults; *Career Change; *Career Choice; *Career Counseling; *Church Role; Church Workers; Clergy; Dual Career Family; Midlife Transitions; Occupational Aspiration; Quality of Working Life; Retirement; Unemployment; Values; Values Clarification; *Vocational Adjustment

This publication, aimed at persons in pastoral work in religious settings, reviews a large number of works on the topics of vocation, the meaning of work, unemployment, and underemployment. It provides suggestions for pastors and others to use in working with the unemployed and with persons at transitional periods. It is also suitable for persons in such

ED 371 205 CE 066 694

Kopka, Teresita L. Chan; Peng, Samuel S.
Adult Education: Employment-Related Training. National Household Education Survey. Statistical Analysis Report.
PUB DATE- May 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Enrollment Influences; *Enrollment Trends; *Job Training; National Surveys; *Participation; Postsecondary Education; Tables (Data)
IDENTIFIERS- National Household Education Survey

Data from the 1991 National Household Education Survey, which was a random telephone survey of the noninstitutionalized civilian population of the 50 states and District of Columbia, were analyzed to identify patterns of adult enrollment in employment-related training. The analysis established that one of every three employed individuals aged 17 years or older was enrolled in at least one job-related training course during the 12 months prior to spring 1991. The most frequently attended types of training courses were as follows: professional development (25%), technical or skilled job training (20%), executive or management development (13%), supervisory skills (12%), job health and safety (12%), word processing/computer software and quality or statistical process control (10%), sales and marketing (8%), and new employee (7%). Managers and professionals accounted for 56% of adults enrolled in job-related training programs. Holders of a baccalaureate or higher degree constituted 53% of those undertaking work-related training. Men and women were equally likely to enroll in some type of work-related training and were most likely to do so between the ages of 35 and 44 years. White enrollment in professional development courses tended to be higher than Hispanic enrollment. (Contains 12 tables/figures.) (MN)

ED 371 206 CE 066 695

School-to-Work: What Does Research Say about It?
PUB DATE- Jun 94
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Educational Legislation; Educational Policy; *Educational Research; *Education Work Relationship; Federal Legislation; Federal State Relationship; Financial Support; Foreign Countries; *Government School Relationship; Models; Public Policy; Secondary Education; State Federal Aid; Transitional Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Germany; *United States

This document contains six papers on research about the school-to-work transition. Following an introduction (Nevzer G. Stacey), the first paper, "Determinants and Consequences of Fit between Vocational Education and Employment in Germany" (J. C. Witte, A. L. Kalleberg), concludes from a nationally representative longitudinal study of 16,000 individuals in 5,021 households that only about 50% of German men and 60% of German women have jobs fitting their prior vocational training. Discussed in "Financing Apprenticeship Training: Evidence from Germany" (D.

ED 371 224 CE 066 749

Noll, Ann A.
Guide to Improving Interagency Collaboration in the Transition of Students with Disabilities.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Articulation (Education); *Disabilities; Educational Cooperation; Educational Practices; Education Work Relationship; Postsecondary Education; Secondary Education; Special Education; *State Agencies; *Teamwork; *Transitional Programs; *Vocational Education; Workbooks
IDENTIFIERS- *Florida

This document was produced for the dual purpose of documenting the methods used between 1990 and 1992 to train interagency teams on interagency collaboration in planning for the school-to-work or school-to-postsecondary education transition of disabled students in Florida and presenting step-by-step guidelines for developing and maintaining interagency partnerships to facilitate disabled students' transitions. Chapter 1 provides a historical perspective on the changes that have been occurring in Florida and throughout the United States with regard to collaborative activities for students with disabilities. Chapters 2 through 4, which are written in workbook format, contain exercises for interagency teams and sample responses and/or documents designed to help employees of various agencies involved in transition planning for disabled students learn to understand each other and develop interagency cooperative agreements and interagency action plans. Presented in chapter 5 are examples of successful practices that school districts and service agencies in Pasco and Volusia counties have adopted to develop a good working relationship with one another. Appended is the text of the 29-page Volusia/Flagler community transition team interagency cooperative agreement. (Contains 11 references.) (MN)

ED 371 225 CE 066 752

Landfear, Mollie; Innis, Julie
Improving Teamworking Skills of Vocational Home Economics High School Students through Cooperative Learning.
PUB DATE- May 94
NOTE- 119p.; Masters Action research project, St. Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Cooperative Learning; *Curriculum Development; Employer Attitudes; *Group Dynamics; High Schools; *Instructional Effectiveness; Literature Reviews; *Occupational Home Economics; Pretests Posttests; Questionnaires; Student Attitudes; *Teamwork

A program using cooperative learning to improve the teamwork skills of high school-level vocational home economics students in multicultural, economically diverse communities was developed and tested during a 5-month action research project.

ED 371 243 CG 025 312

Triple Header Annual Workshop Proceedings (12th, Sarasota, Florida, April 25-29, 1993).
SPONS. AGENCY- National Council of Juvenile and Family Court Judges, Reno, Nev.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Delinquency; *Delinquent Rehabilitation; *Juvenile Courts; *Juvenile Justice; Legal Responsibility; Probation Officers; Sentencing

The family and juvenile court system in the United States is overwhelmed with the number of court cases involving the incarceration of young people. The proceedings of this conference, the goal of which was to find alternatives to incarceration and improve efficiency of the juvenile court system, are summaries of the following 22 presentations: (1) The Nothing Works Myth Is Dead; (2) Addicted Babies: A Brighter Future; (3) Boot Camps; (4) Boys Town: It Isn't Just for Boys; (5) Case Management: Breaking The Cycle of Organizational Dysfunction; (6) Case Management in Juvenile Justice: Concepts and Development; (7) Challenge Programs--Dispositions for the "Challenging" Child; (8) Confronting Professional Liability; (9) Criminal Prosecution of Kids--Have We Gone Too Far?; (10) Cross-Cultural Investigations/Court Reports; (11) Dealing With Today's Hate Crimes and Criminals; (12) Firestarters: Can They Be Stopped?; (13) Freedom Program: Commitment Deferred; (14) Intensive Supervision: The Key to Aftercare; (15) Prevention And Treatment: Comprehensive Programs; (16) The Probation Officer and The Law; Restitution--Has It Proven Its Worth?; (17) Results-Oriented Interviewing; (18) San Antonio Boys Village: A Different Model; (19) Success-Oriented Dispositions; (20) Technology As A Disposition Tool; (21) Teen Court; and (22) The Youthful Female Offender: The P.A.C.E. Center for Girls. An order form for the individual sessions, which have been audio taped, is included. (MSF).

ED 371 244 CG 025 314

Stang, David
Using a Staff Needs Planning System To Increase Organization, To Increase Quality of Client Services, and To Reduce Overtime.
PUB DATE- Nov 93
NOTE- 56p.; M.S. Practicum Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; Child Welfare; Efficiency; *Job Performance; Job Satisfaction; *Organizational Effectiveness; Performance Factors; Planning; Productivity; Program Implementation; Scheduling; *Social Workers; Staff Development; Supervision; *Time Management; Work Attitudes
IDENTIFIERS- Performance Analysis

A staff-needs planning system was developed and tested in a Department of Social Services' Family and Children's Services Unit in a medium-sized county where caseworkers used no established strategy or planning method to facilitate accomplishment of all the job requirements. The goal of the study was to implement a planning system based on each

ED 371 263 CG 025 467

Antonuccio, David; And Others
Psychotherapy vs. Medication for Depression: Challenging the Conventional Wisdom.
PUB DATE- Aug 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Restructuring; *Depression (Psychology); *Drug Therapy; Mental Health; Psychiatrists; Psychologists; *Psychotherapy; Therapists; Therapy
IDENTIFIERS- Pharmacology and Patient Care; *Tricyclic Antidepressants

Antidepressant medications are the most popular treatment for depression in the United States, despite the fact that there may be more effective and safer alternatives. This paper discusses alternative, effective psychological interventions for unipolar depression. Studies that compare and contrast psychological and pharmacological treatments for depression are highlighted. Evidence suggests that psychological interventions, particularly cognitive behavior therapy, are at least as effective as medication in the treatment of even severe depression, for both vegetative and social adjustment symptoms, and especially so when long-term follow-up is considered. Highly effective marketing strategies by pharmaceutical companies have tended to blur this evidence. Some suggestions are offered to help the clinician deal with the pharmaceutical media blitz and distinguish science from advertising. Clinicians are urged to resist the temptation to deliver an apparent quick fix in the form of a pill despite pressure from the medical establishment, the media, and even the patient. People underestimate the power and cost-effectiveness of a caring confidential psychotherapeutic relationship in the treatment of depression. The data indicate that there is no stronger medicine than cognitive-behavioral psychotherapy for depression. (Contains 71 references.) (RJM)

ED 371 264 CG 025 468

Stein, Nan
Secrets in Full View: Sexual Harassment in Our K-12 Schools.
PUB DATE- 24 Aug 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Children; Elementary Schools; *Elementary School Students; Elementary Secondary Education; Secondary Schools; *Secondary School Students; *Sex Bias; Sex Discrimination; *Sexual Harassment; *Student School Relationship

Sexual harassment can range from touching, tickling, pinching, patting, or grabbing; to comments about one's body; to sexual remarks, innuendoes, and jokes that cause discomfort; to obscene gestures, staring, or leering; to assault and rape. This paper addresses student testimonies of harassment,

ED 371 283 CG 025 514

Williams, Dennis
Parental Denial: A Supportive and Productive Mechanism Following Traumatic Brain Injury of a Child.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Children; Coping; Head Injuries; *Neurological Impairments; *Parent Attitudes; Parent Child Relationship; *Parent Counseling; Parent Education
IDENTIFIERS- *Denial (Psychology); Traumas

Although denial is usually viewed as a mechanism which impedes a family's adjusting to a child's permanent disability, the mechanism may also be viewed as a family ally which contributes to recovery and positive outcomes in brain-injured children. This paper reviews several types of denial seen in clinical settings and provides examples of both positive and negative features of this complex mechanism. The paper begins with a case study of a 25-year-old, single mother whose 8-year-old son suffered a severe head injury. Some of the clinical manifestations of denial in this case and others include nonrecognition of the child's condition, guilt, refusal to accept professional predictions for less than complete recovery, and the display of courage or the brave front. Except for the denial from guilt, it is argued that all of these manifestations of denial may provide both parent and child encouragement and support. Such support is deemed important in the struggle for the appropriate treatment of a condition which often requires life-long care. However, since denial must be managed, the paper offers suggestions on how to recognize the context of denial, as well as recommendations on how that denial can be structured. (RJM)

ED 371 284 CG 025 572

Counselor's Handbook for Postsecondary Schools: 1994-95.
PUB DATE- 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Federal Aid; Financial Aid Applicants; Financial Needs; *Financial Support; Grants; Higher Education; Need Analysis (Student Financial Aid); *Paying for College; *Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

The primary purpose of this handbook, which provides information on sources of financial aid and how to apply for it from the programs administered by the U.S. Department of Education, is to help financial aid administrators advise students in seeking financial aid for postsecondary education. The handbook is

ED 371 304 CS 011 733

Ehlinger, Jeanne; Schenkat, Randy
The Relationship between Preservice Teachers' Belief about the Nature of Knowledge and Their Ability To Construct Meaning from Text.
PUB DATE- Dec 93
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Content Area Reading; Elementary Secondary Education; *Epistemology; Higher Education; Preservice Teacher Education; *Reading Ability; Reading Research; *Student Attitudes
IDENTIFIERS- *Preservice Teachers; Text Processing (Reading)

A study investigated where preservice teachers are in their own ability to construct meaning from complex texts and how this is influenced by their views of knowledge. Subjects were 65 elementary education majors, 82 secondary education majors, and 23 physical education majors enrolled in five sections of a reading in the content areas course and one section of a curriculum and evaluation course. Subjects completed an epistemological questionnaire, a written conclusion task, and were interviewed two weeks after the written conclusion task. Results indicated no statistically significant differences between students who view knowledge in a more naive or a less naive manner and their ability to write simple versus complex conclusions nor in their ability to write certain versus uncertain conclusions. Analysis of the qualitative data, however, suggested a relationship. Results also indicated statistically significant differences in means between the elementary education, secondary education, and physical education majors for the "seek single answers," "avoid integration," and "learning is quick" scales. Findings suggest concern about the ability of the more "naive" thinkers in teacher education programs to teach and model the complex learning processes that are being expected of K-12 students. (Contains eight references, one table, and one figure of data.) (RS)

ED 371 305 CS 011 734

Fly, Pamela K.
Constructing Meaning in a Classroom Context.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Discourse Analysis; English Instruction; Grade 9; High Schools; Prior Learning; Protocol Analysis; *Reading Comprehension; *Reading Processes; Reading Research; Short Stories; Teacher Student Relationship
IDENTIFIERS- Meaningfulness; Text Processing (Reading)

Current theory posits that comprehension and meaning involve not only text but also what the reader brings to the text and the contextual elements of the reading. A study investigated how

ED 371 325 CS 011 754

Newman, Anabel; And Others
CONSULT-I Reading. Ohio Project. Final Report.
SPONS. AGENCY- Ohio State General Assembly, Columbus.
PUB DATE- 31 Jul 92
NOTE- 112p.; A few pages in the appendixes may not reproduce legibly. For related reports, see CS 011 755-758.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Elementary Education; *Individualized Instruction; *Instructional Effectiveness; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading; Urban Education
IDENTIFIERS- *CONSULT I Computer Program; *Ohio

A study examined the effectiveness of the 1991-1992 implementation of the CONSULT-I(R) program (which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties) at five cities in Ohio (Akron, Cincinnati, Cleveland, Columbus, and Toledo). A total of 30 teachers at 6 elementary schools participated. Each teacher chose five learners from her classroom, learners having difficulty with reading but not already served by other programs. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the students at the end of the semester. Results indicated that: (1) the program appeared to work best with teachers who were flexible, open, and willing to vary instruction to meet the needs of individual children; (2) the qualities of openness, flexibility, and eagerness to try new ideas were not necessarily a function of teaching experience; (3) application of the CONSULT-I recommended reading strategies was generally beneficial and appropriate in teaching inner-city children in Ohio; and (4) ethnic background and family structure did not significantly affect a learner's success in the reading program. (Contains 12 references and seven tables of data. The 22 appendixes present the taxonomy of learner characteristics, inservice agendas, an anecdotal record form, questionnaires, worksheets, standardized test scores, and sample lesson plans.) (RS)

ED 371 326 CS 011 755

Newman, Anabel; And Others
CONSULT-I Reading. Cincinnati Project. Final Report.
SPONS. AGENCY- Cincinnati Public Schools, Ohio.
PUB DATE- 30 Jun 93
NOTE- 94p.; For related documents, see CS 011 754-758.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Elementary Education; *Individualized Instruction; *Instructional Effectiveness; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- African Americans; Cincinnati Public Schools OH; *CONSULT I Computer Program

A study examined the effectiveness of the spring-semester 1993

ED 371 346 CS 011 777

Lord, Nancy
How To Increase the Reading Level of Students Who Come from Homes Where Reading Is Not Modeled.
PUB DATE- 93
NOTE- 16p.; Photographs cited in the document are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Environment; Primary Education; Program Effectiveness; *Reading Achievement; *Reading Aloud to Others; Reading Attitudes; *Reading Improvement; Reading Research
IDENTIFIERS- Reading Motivation

To increase the reading level of students who come from homes where reading is not valued or modeled, a social context was created where inexperienced readers could interact with adults and books. Three students from homes where reading was not valued were read to by adults two to three times each day for six weeks. Discussion of the book was encouraged to take place in the easy natural fashion that occurs at home. The students were pre- and posttested. Anecdotal records were kept. Results indicated that: (1) one-to-one reading was more successful than reading to a small group because the child and adult could form a relationship; (2) if the adult and students had established a relationship the student showed greater interest in reading; (3) students who showed greater interest in reading showed the most growth in vocabulary and oral expression when reading pictures; and (4) students who showed greater interest in reading were less disruptive during whole group story time. Findings suggest that reading to a child daily on a one-to-one basis can change a student's value of reading and therefore increase the reading level of the student. (Contains 10 references.) (RS)

ED 371 347 CS 011 778

Yang, Hua; Boykin, Wesley L.
The Impact of Parent Attendance at School Meetings on Chapter 1 Student Performance in Reading and Language Arts.
PUB DATE- 7 Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Correlation; *Low Achievement; *Parent Participation; Parent School Relationship; *Parent Teacher Conferences; Primary Education; Program Effectiveness; *Reading Achievement; Reading Research; Remedial Programs
IDENTIFIERS- Dallas Independent School District TX; Education Consolidation Improvement Act Chapter 1

A study examined the relationship between the attendance of parents of low-achieving students at scheduled school meetings and conferences and student performance in reading and language arts. Data were gathered from 73 Chapter 1 schools in the Dallas Independent School District. Variables used were the performance of Chapter 1 students in reading and language arts as measured by the Iowa Tests of Basic Skills, parent

ED 371 365 CS 214 369

Bottiani, Sandy
Part-Time Teaching/Full-Time Parenting/Full-Time Consequences.
PUB DATE- 18 Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; *Family Work Relationship; *Females; Higher Education; *Part Time Faculty; *Professional Recognition; Sex Stereotypes; Teacher Morale
IDENTIFIERS- California; Faculty Attitudes; *Professional Concerns

Part-time college instructors with children are not perceived as professionals, and therefore they often do not advance to full-time status. Their inability to move out of the area limits their possibilities for full-time work and colleges often exploit this. Of the part-time women interviewed by members of a panel at the Conference on College Composition and Communication, nearly two-thirds mentioned family obligations that prevented them from relocating. The problem is exacerbated by the fact that pay for part-timers is so low. At Santa Barbara City College, for instance, part-timers earn about $25,000 less than full-time faculty. Part-time women, most of whom are mothers, must often seek other employment and thus cannot participate in the committee work, curriculum development, and classroom research that make a job candidate professionally competitive. However, most female part-time instructors in California state college English departments are mothers. The prejudice against women with children is deep-seated in the profession. From graduate school onward, women with children are not taken seriously as professional teachers and scholars. Solutions to the problem might include the possibility of shared contracts (more than one person working under a single professorship); more mentoring for women; tenure for part-time instructors; and day-care facilities. (TB)

ED 371 366 CS 214 370

Connal, Louise Rodriguez
Inter-Cultural Elements in the Collaboration between John G. Neihardt and Black Elk: Meeting in the "Contact Zones."
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *Cooperation; *Cultural Differences; Higher Education; *Intercultural Communication
IDENTIFIERS- *Black Elk Speaks; Contact Narratives; Historical Background; Native Americans

The life of Nicholas Black Elk and the collaboration between him and John G. Neihardt on the book "Black Elk Speaks" presages or corresponds with current scholarly discussions of "transculturation." The diversity in society and the schools requires an enhancement of positive experiences in the inter-

ED 371 385 CS 214 389

Born, Sigrid, Ed.
Press Laws. Third Edition. Documents on Politics and Society in the Federal Republic of Germany.
PUB DATE- 94
NOTE- 40p.; Translated by Martin Fry.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Foreign Countries; *Freedom of Speech; Journalism; *Legislation; *News Media; News Reporting; Periodicals
IDENTIFIERS- *Germany; Media Government Relationship

Noting that the Federal Republic of Germany, after Japan and the USA, is the world's largest market for newspapers and magazines, this booklet discusses freedom of the press, press laws, and the press in the new federal states. After a brief account of the "facts and figures" of the newspaper and magazine market in the Federal Republic, the booklet presents an essay ("There Shall Be No Censorship" by Burkhard Schaffeld). The booklet then discusses land press laws, the main points of press law, right to information, duty of thoroughness, refusal of testimony and confiscation, internal freedom of the press, and the press in the new federal states. A 32-item list of recommended literature, the Press Law for the Free and Hanseatic City of Hamburg, and the German Press Council's Press Code with guidelines for editorial work (as of 1992) are attached. (RS)

ED 371 386 CS 214 390

Bushman, John H.; Bushman, Kay Parks
Teaching English Creatively. Second Edition.
PUB DATE- 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Environment; *English Curriculum; *English Instruction; Literature Appreciation; Middle Schools; Secondary Education; *Teaching Methods; Thinking Skills; *Writing Instruction

Representing current research and effective practice in English education, this book provides inservice and preservice teachers of English practical activities derived from sound educational theory and research to help make their job in the classroom effective and enjoyable. The book is meant to be an easy-to-read and useful source for teaching English. Chapters in the book are: (1) Middle and High Schools in America; (2) Creating an Effective Classroom Climate; (3) Getting Ready for Group Interaction; (4) Teaching Oral English; (5) The Teaching of Writing; (6) Teaching Literature; (7) Reading in the English Classroom; (8) Teaching the English Language; (9) Teaching Thinking Skills; (10) The English Curriculum; (11) Celebrate the Special Days; and (12) A Potpourri. (RS)

ED 371 387 CS 214 391

Bromley, Karen
Journaling: Engagements in Reading, Writing, and Thinking. Teaching Strategies.

ED 371 405 CS 508 584

Zuchelli, Lisa
The Theory of International Development.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; *Developing Nations; Development Communication; Higher Education; Information Sources; *Mass Media Role; *Media Research; Modernization; Program Descriptions; *Research Needs
IDENTIFIERS- Dependency (Economics); Georgia Republic; Third World

Noting that the theory of international development is a paradigm, a model by which researchers guide their studies, this paper reviews various concepts of international development theory and proposes a research study that would examine mass media use in Georgia, one of the new republics born out of the death of the Soviet Union. The paper begins with a discussion of the information imbalance between wealthy countries and Third World countries, suggesting that an integral factor of the imbalance resides in the past with imperialism. The paper then discusses modernization and development concepts as realized in the economic and mass media of Third World nations. The paper next compares systems theory with the modernization and development model, and then discusses a modernization theory which embraces the concepts of systems theory. The paper also discusses dependency theory and convergence theory. Next, the paper presents a discussion of a possible research program to study the effects of the content of messages and their effects on attitudes and behavioral changes in Georgia. The paper concludes that an understanding of the information imbalances in the world and anticipating the consequences of world homogenization may stimulate further research. Contains 10 references. (RS)

ED 371 406 CS 508 585

Aleman, Carlos G.; Vangelisti, Anita L.
Protocol Analysis as a Method for Analyzing Conversational Data.
PUB DATE- Feb 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Communication Research; Higher Education; Methods Research; *Protocol Analysis
IDENTIFIERS- *Communication Behavior; Computer Mediated Communication; Conversation

Protocol analysis, a technique that uses people's verbal reports about their cognitions as they engage in an assigned task, has been used in a number of applications to provide insight into how people mentally plan, assess, and carry out those assignments. Using a system of networked computers where actors communicate with each other over terminals and simultaneously talk aloud their thoughts, researchers can gain insight into

ED 371 426 CS 508 605

Van Mersbergen, Audrey M.
The Return of the Addressed: Rhetoric, Reading and Resonance.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Language Role; *Literacy; *Oral Language; *Rhetoric; Verbal Communication; *Written Language
IDENTIFIERS- Aristotle; Greece (Ancient); Orality; Plato of Athens; Rhetorical Strategies

Communication scholars have dichotomized language into orality and literacy, with orality being the language of the "concrete" and literacy being the language of the "abstract." However, the human experience of language is not that simplistic. In daily linguistic patterns, written words and the "literal" are not clearly divorced from spoken words and the "oral." These realms are more fused than commonly thought. In other words, "language games" cannot be divided into clean-cut categories of either the oral or the written. Instead, language, either written or spoken, tends to be more or less rhetorical when it includes elements of euphony, drama or images. Reading practices in antiquity--a time when the written word was embodied in the spoken word--illustrates this contention. The linguistic practices of the sophists included the beauty of sound for pleasure-giving. In ancient Greece, reading without speaking the words seems to have been a rare happening. The balance between vision and sound shifted toward abstraction from the time that Plato said that phonetics and linguistics are not of supreme importance for the philosophic seeker of reality to the time that Aristotle valued sight as the principle source of knowledge. Reading is a practice not of an abstract intellect but of a concrete language. Reading is, in a word, "conversational." The rule of this practice is that the degree of concrete relevance through sound, story and sight determines the degree of rhetoricity. (Contains 28 references.) (RS)

ED 371 427 CS 508 608

Mongeau, Paul A.; And Others
Love Styles, Self-Monitoring, and Relational Message Interpretation: What's Being in Love Got To Do with It?
PUB DATE- 27 Feb 94
NOTE- 37p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Correlation; Higher Education; Interpersonal Attraction; *Interpersonal Relationship; *Love; Self Management; Undergraduate Students

A study tested the notion that falling in love causes changes in love styles, relational message interpretations, and personality characteristics such as self-monitoring. Subjects, 209 undergraduate communication students, completed measures of love styles, self-monitoring, and relational message

ED 371 446 EA 025 830

Dellar, Graham B.
Schools as Open Social Systems: A Study of Site Specific Restructuring.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; *Context Effect; Elementary Secondary Education; Foreign Countries; Professional Autonomy; *Program Implementation; *School Based Management; *School Organization; *School Restructuring; *Social Systems; Teacher Response
IDENTIFIERS- *Australia (Western Australia)

This paper revisits the literature on the nature of school organizations and presents a view of secondary schools as complex social systems, as opposed to bureaucratic-rational structures. Research was conducted into three Western Australia secondary schools planning to implement school-based decision making and planning procedures. The restructuring program reflected a corporate managerialist perspective viewing schools as rational systems and reform as a matter of linkage tightening. The first section reviews organizational theory literature to develop a rationale for viewing schools as open social systems. The second section focuses on research methods employed to assess the possible effect of subsystem linkage and an open social system on implementing school-based management. The third section offers a brief cross-case analysis of the three secondary schools, focusing on the schools' subsystem linkage and participants' use of information. The final section presents concluding comments and implications for action. A secondary school's organizational character is strongly affected by the existence of separate subject departments, which foster strong departmental allegiance among teachers. This pedagogical subsystem is more weakly linked with a school's structural and cultural subsystems. Introducing participatory decision making through school-based management can be perceived as threatening the pedagogical subsystem's autonomy. Reform strategies must consider existing subsystem linkages. (Contains 26 references.) (MLH)

ED 371 447 EA 025 833

Addonizio, Michael
School Choice: Economic and Fiscal Perspectives. Policy Report PR-B12.
PUB DATE- Apr 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Costs; Economic Impact; *Educational Benefits; *Educational Finance; Elementary Secondary Education; *Evaluation Criteria; Private School Aid; *Program Evaluation; *School Choice

This paper applies economic concepts to several school choice issues, identifying various market and public school choice

ED 371 465 EA 025 907

Roles and Relationships: School Boards and Superintendents. Revised.
PUB DATE- 94
NOTE- 23p.; Revision of 1980 edition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Board Administrator Relationship; Board of Education Role; *Boards of Education; Educational Administration; Elementary Secondary Education; *Governance; Governing Boards; Public Schools; *Superintendents

This position statement, coauthored by a joint committee composed of members of the American Association of School Administrators (AASA) and the National School Boards Association (ASBA), outlines a new cooperative relationship for superintendents and school boards. In light of the challenges that today's superintendents and school boards face, it is necessary that both parties examine their roles and responsibilities. This document describes the work of the joint committee, professional standards for the superintendency, and the governance role of school boards. It also highlights some societal changes that have affected public school governance and administration. Three major factors of the board-superintendent relationship include the nature of policy development and administration; the increasing influence of external factors on local district governance; and the discretionary authority granted to boards by their chief administrators. The specific responsibilities for boards and superintendents are outlined. Effective communication is identified as a key to a successful board-administrator relationship. (LMI)

ED 371 466 EA 025 908

Aronowitz, Stanley; Giroux, Henry
Education Still Under Siege. Second Edition. Critical Studies in Education Series.
PUB DATE- 93
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; *Critical Theory; Curriculum Development; *Educational Theories; Elementary Secondary Education; Higher Education; *Marxian Analysis; Multicultural Education; Politics of Education; *Power Structure; *School Restructuring; *Social Change; Social Control

This book points to the need to attend to ever-present inequalities of education in the light of new political correctness, technology, and curricula. Following the introduction, chapter 1 offers a review of neoconservative, liberal humanist, and radical theories of education. Chapter 2 suggests that one way to rethink and restructure the nature of teacher work is to view teachers as intellectuals, focusing on the role of educators as transformative intellectuals. Neoconservative and critical theories' views on the literacy crisis are described in the third chapter. Chapter 4 examines the concepts of reproduction and resistance in radical theories

ED 371 484 EA 025 931

Lingard, Bob, Ed.; And Others
Schooling Reform in Hard Times. Deakin Studies in Education Series, 9.
PUB DATE- 93
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Conservatism; Decentralization; *Economic Factors; *Educational Change; *Educational Equity (Finance); *Educational Policy; Elementary Secondary Education; Financial Problems; Foreign Countries; *Government Role; Human Capital; Political Influences; Privatization; School Based Management; School Business Relationship; School Restructuring
IDENTIFIERS- *Australia; Corporate Managerialism; Labor Party (Australia); New Zealand; Social Justice; United Kingdom; United States

This book examines 1980s educational reforms and their consequences for the 1990s, focusing on the Australian Labor Party government's policy response to conditions of economic scarcity. The first section addresses the broader economic, social, political, and ideological context of educational reform under Australian Labor governments, compared to Labor government developments in New Zealand (until 1990) and conservative government developments in the United States and Great Britain. The second section examines reconstructed notions of equality in the Labor Party, particularly the shift in emphasis from equal opportunity to equity and social justice. The third section reviews Labor's administrative and educational reforms through case studies of the Victorian, Western Australian, and New Zealand situations and discusses the federal Labor government's emerging national curriculum framework. Economic reductionism has become a dominating master narrative within state policy making in Australia. In opposition, these essays assert the valued tension between a center guaranteeing, in socially democratic ways, the essentials of life for all citizens, while celebrating life's richness, freedom, and diversity. Included are numerous references, notes on contributors, and an index. (MLH)

ED 371 485 EA 025 932

Gonder, Peggy Odell; Hymes, Donald, Ed.
Improving School Climate & Culture. AASA Critical Issues Report No. 27.
PUB DATE- 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Communications; Educational Assessment; *Educational Change; *Educational Environment; Educational Planning; Elementary Secondary Education; *Leadership; Organizational Change; Parent School Relationship; Program Implementation; School Effectiveness; *School Restructuring

ED 371 503 EC 303 090

McNair, Jeff, Ed.; Legutki, Gregg, Ed.
Issues in Transition. Volume Two.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 37p.; A part of the Transition Specialist Program. For the first volume, see EC 303 089.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Attachment Behavior; Churches; *Church Role; Delivery Systems; *Disabilities; *Education Work Relationship; Emotional Disturbances; Federal Legislation; Followup Studies; Holistic Approach; Interpersonal Competence; Records (Forms); Secondary Education; *Supported Employment; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Coaches

Six papers address issues in the transition of students with disabilities into the adult world of work. The first paper by Richard Ashcroft and titled "Attachment and Transition for Troubled Youth," reviews the literature on attachment, transition, social skills, and troubled youth and school, and offers a transition strategy which focuses on increasing school attachment and social bonding. The second paper titled, "The Local Church as an Agent of Natural Supports to Individuals with Developmental Disabilities" by Jeff McNair, considers involvement of local churches in providing transition supports to this population, including rules for participation, areas in which the church can provide assistance, and the church as an agent in softening social environments. Next, Joseph O. Turpin, in "Holistic Approach to Transitioning," uses a holistic approach to consider the interaction of factors of personal change, traits of the individual/family, and traits of the environment. The fourth paper, "Job Coach Site Visit Card" by Jeff McNair and others, describes a card used to both assist agencies in collecting information on supported employment programs and to help job coaches monitor their own performance in the provision of support. The next paper, by Joseph L. English, is titled "An Update on the Carl D. Perkins Legislation" with emphasis on the development of quality special focus programs. The final paper "Transition Follow Up" by Carolee A. Monroe examines follow-up of both educational programs and students with severe disabilities. Individual papers contain references. (DB)

ED 371 504 EC 303 091

Illinois Interagency Council of Early Intervention. Year 6 Annual Report for Illinois, October 1, 1992-September 30, 1993.
PUB DATE- Mar 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Federal Regulation; Infants; Preschool Education; *Program Development; Program Implementation; State Legislation; *State Programs; Toddlers

ED 371 523 EC 303 110

Kohler, Paula D.; Rusch, Frank R.
School-to-Work Transition: Identification of Employment-Related Outcome and Activity Indicators.
PUB DATE- 94
NOTE- 57p.; In: Kohler, Paula D.; Rusch, Frank R. Employment of Youths with Disabilities: Outcomes, Activities, and Indicators; see EC 303 108.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Activities; Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Potential; Evaluation Methods; *Measurement Techniques; Models; *Outcomes of Education; *Program Evaluation; Secondary Education; Standards; Surveys; Task Analysis; *Transitional Programs
IDENTIFIERS- *Indicators

This study attempted to identify potential measures for evaluating the multiple outcomes and activities associated with programs designed to promote employment of youths with disabilities. It sought to identify measures for 17 program outcomes and 51 associated activities that had been identified previously by model demonstration transition project directors. Thirty project directors suggested both qualitative and quantitative measures for the evaluation of every outcome and activity. Also created was an in-depth task analysis of the 17 program outcomes and 51 associated activities and strategies associated with each outcome and activity. The study extended use of the systems-change model previously introduced by the authors. Tables and figures present study details including: employment-focused outcomes with the highest mean ratings; indicators of selected outcomes and activities across four conceptual levels (individual/family, program, organizational, and community); and conceptual and analytical models used. An appendix lists indicators for all outcomes and activities. (Contains 27 references.) (DB)

[illegible] 371 524 EC 303 111

Stainback, William; Stainback, Susan
Controversial Issues Confronting Special Education: Divergent Perspectives.
PUB DATE- 92
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Classroom Techniques; Consultation Programs; Delivery Systems; *Disabilities; Educational Change; *Educational Methods; Educational Philosophy; Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; Instructional Development; Labeling (of Persons); *Mainstreaming; *Opinions; *Special Education; Student Development; Student Evaluation; Teaching Methods
IDENTIFIERS- *Inclusive Schools

This book of 24 papers presents divergent views on 12 issues in special education: organizational strategies, classroom service delivery approaches, maximizing the talents and gifts of students, classification and labeling, assessment, instructional strategies, classroom management,

ED 371 543 EC 303 131

Kanevsky, Lannie
Classrooms with Growing Room. Playing Smart: Enrichment in the Home. Lessons without Limits.
PUB DATE- Sep 92
NOTE- 19p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Environment; Educational Principles; Elementary Secondary Education; *Enrichment Activities; Foreign Countries; *Gifted; Individualized Instruction; Learning Activities; Lesson Plans; Mainstreaming; *Parents as Teachers; Parent Student Relationship; Play; Student Development; *Teaching Methods

Three papers by the same author address: (1) educational methods for gifted children in the regular classroom; (2) principles of enriching the gifted child's development in the home; and (3) modifying lessons to optimally challenge gifted students. The first paper is titled, "Classrooms with Growing Room." It stresses the need for gifted children in regular classes to be provided with learning tasks that are beyond their actual level of development, in the "zone of proximal development." Principles of modifying lessons to meet individual student needs are suggested which are consistent with the changing roles of the teacher and the learner suggested by the current educational reform movements. The second paper is titled, "Playing Smart: Enrichment in the Home." This paper offers nine characteristics of activities which foster learning. These include interaction with a more able individual, making choices, open-endedness, multiple levels of difficulty, opportunities to learn from mistakes, and reflection time and talk. A list of suggested materials is attached. The third paper is titled, "Lessons without Limits" and describes a method of using observational student data to differentiate regular lessons and expand the student's learning beyond the core objective. (DB)

ED 371 544 EC 303 132

Katz, Larry; Pyryt, Michael
Multimedia Technology and Kid TV: A New Approach to Learning.
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiotape Recordings; Computer Software; Computer Uses in Education; *Demonstration Programs; *Educational Media; Educational Technology; Foreign Countries; Intermediate Grades; *Learning Activities; *Multimedia Instruction; Program Effectiveness; Student Development; *Student Projects; Television; Video Equipment; Videotape Recordings, Word Processing

This paper provides a brief description of multimedia technology available in schools, details the "Multimedia Technology and Kid TV" project, reviews the project's preliminary findings, and discusses their implications. The project focuses on using technology to improve students' self-image, self-motivation,

ED 371 564 FL 021 951

Kehe, David; Kehe, Peggy Dustin
Conversation Strategies: Pair and Group Activities for Developing Communicative Competence.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Conversational Language Courses; *English (Second Language); *Intercultural Communication; *Interpersonal Communication; Interpersonal Competence; Questioning Techniques; Second Language Instruction; Small Group Instruction; *Speech Communication; Vocabulary Development
IDENTIFIERS- *Politeness

The guide is designed for use in English-as-a-Second-Language instruction at the intermediate level. The activities are designed to be enjoyable and encourage students to interact, but also to be non-threatening to even the most reserved students. The exercises develop strategic conversation skills. Each has three parts: a teacher's introduction; a students' introductory exercise; and pair or small group practice. Activity topics include: rejoinders; follow-up questions; confirmation questions; clarifications; keeping or killing the conversation; expressing probability; interrupting someone; echoing instructions; polite requests, responses, and excuses; getting a response; soliciting details; making comparisons; finding the right word; exploring a word; correcting someone; eliciting confirmation; starting and stopping a conversation; beginning and ending a phone call; expressing opinions; making a group decision; discussion connectors; summarizing; conducting a formal meeting; and identifying a strange or inappropriate word in a given context. Some general notes on strategic competence are appended. (MSE)

ED 371 565 FL 021 955

Hawkinson, Annie
Living in Japan. Intercultural Exchange Series. Revised.
PUB DATE- Oct 86
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Daily Living Skills; Family Life; Foreign Countries; Geography; Grammar; Information Sources; *Interpersonal Communication; Language Role; Leisure Time; Pronunciation; Recreational Activities; Second Languages; *Sociocultural Patterns; Time; Travel
IDENTIFIERS- *Japan

The guide provides a brief introduction to the culture and language of Japan, and is designed for visitors, students, and business travelers. It offers practical information on various aspects of daily living, including: money; banks; food; restaurants; hotels; tipping; postal and telecommunications services; transportation; shopping; health and medical care; electricity; measurement conversions; bowing; handshaking; privacy and personal contact; politeness; shoes; gift-giving;

policy implications. Chapter V examines how international donor assistance is used to finance VET. It addresses characteristics of assistance, limitations accompanying assistance, and policy implications. Chapter VI focuses on diversifying financing. The discussion of limitations and opportunities covers making better use of resources, broadening financial support, and expanding opportunity. Contains 75 references. (YLB)

ED 371 111 CE 064 425

Environmental Training and Further Training in the Federal Republic of Germany. Training Discussion Paper No. 112.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Conservation (Environment); *Continuing Education; Developed Nations; Ecology; *Environmental Education; Foreign Countries; Natural Resources; *On the Job Training; Postsecondary Education; Secondary Education; Teacher Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Germany

This report describes environmental training in the Federal Republic of Germany, confined to that provided in vocational schools and industrial establishments. It also covers the further training of environmental trainers in such establishments. Following an introduction (Chapter I), Chapter II outlines the politico-educational background of job-related environmental studies. The next four chapters (Chapters III-VI), examine the integration of environmental protection into four training sectors by means of examples or case studies, referring also to the organizational context in each case. These chapters focus on environmental studies in on-the-job training, environmental studies in the further training of training personnel, environmental training in technical colleges, and environmental training in further training for teachers. Chapter VII maps out perspectives for the improvement of environmental training in the sectors examined, on the basis of the programs described and of the current debate on environmental training. (Sixty endnotes are appended.) (YLB)

ED 371 112 CE 064 649

Shore, Sue; And Others
Positively Different: Guidance for Developing Inclusive Adult Literacy, Language, and Numeracy Curricula. Report and Executive Summary.
PUB DATE- 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Age Discrimination; *Curriculum Development; Developed Nations; Foreign Countries; Guidelines; Instructional Materials; *Literacy Education; Material Development; *Minority Groups; Numeracy; *Older Adults; Racial Discrimination; Sex Discrimination; *Sex Fairness
IDENTIFIERS- *Australia

English proficiency, participants in programs designed to eliminate sex bias, and persons in correctional institutions. The proposed framework consists of the following clusters of program components: (1) institutional support, leadership, and program evaluation (facilities, financial support, guidance personnel qualifications, professional development, program evaluation, and follow-up of program completers and noncompleters); (2) career guidance and counseling program plan (assisting students/clients in self-assessment, educational/occupational exploration, and lifelong career planning; addressing needs of diverse student populations; program support services, and career information delivery systems); and (3) collaboration, articulation, and communication (family/parental, faculty/staff, and student involvement; agency collaboration; and collaboration with business). (MN)

ED 371 131 CE 066 489

Medication Manager for Child Caring Facilities, MR (Less than 15 Bed Facilities), Supervised Apartment Living.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.
PUB DATE- Jul 92
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Community Colleges; *Competency Based Education; *Drug Education; *Drug Therapy; Federal Legislation; Learning Activities; Lesson Plans; *Paraprofessional Personnel; Self Evaluation (Individuals); State Curriculum Guides; State Legislation; Student Evaluation; Two Year Colleges
IDENTIFIERS- Iowa; *Medications; *Medication Technicians

This guide contains materials for use in conducting a 10-hour classroom and laboratory course to train individuals in the safe administration of nonparenteral medications in a 15-bed or smaller residential facility for mentally retarded persons, a child care facility, or a supervised apartment living setting. The guide begins with a course rationale and outline. Presented next are the course's five units, which cover the following topics: Iowa and federal laws and controlling agencies; general information about nonparenteral drugs; selected drug families (analgesics, central nervous system stimulants, drugs to relax tension and produce sleep, drugs controlling seizure activity, drugs affecting individual systems of the body, and miscellaneous drugs); and clinical evaluation. Each unit contains some or all of the following: overview, objectives, introduction, student handouts, and study questions. Also included in the unit on selected drug families are tables detailing the following information on each of the 15 drug families discussed: action/systems affected, general precautions, brand (generic) name, usual dosage and administration route, whether the drug is a controlled substance, side effects, and special precautions. Concluding the guide are a 13-page glossary and drug index. (MN)

ED 371 132 CE 066 493

Smith, Frances M.; And Others
Success Stories: Minimum Competencies for Early Adolescents.

with low, moderate, and high attendance rates. The data supported the proposition that students with low attendance rates were more strongly affected by outside influences (friends, home responsibilities) than by school-related activities and job training. Five characteristics were identified as indicative of alienation from the school culture and early dropping out: being a loner, absences condoned by the home, unique dress characteristics, full-time employment, and drugs and/or erratic, hostile behavior. (Appendixes include interview response form and percentage of responses by attendance rate, and follow-up interview script. Contains 21 references.) (Author/YLB)

ED 371 150 CE 066 594

Schlicht, Michael
The Development of Vocational Training in Central and Eastern Europe. German Experience in Demand.
PUB DATE- 94
NOTE- 7p.; "Education and Science" is the English version of the German serial "Bildung und Wissonschaft (Bonn)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Economic Development; *Educational Development; Federal Government; Foreign Countries; Government School Relationship; *International Cooperation; *International Educational Exchange; Job Skills; Job Training; *Labor Force Development; Postsecondary Education; Public Policy; Secondary Education; Skilled Workers; Technical Assistance; *Vocational Education
IDENTIFIERS- Europe (Central); Europe (East); *Germany

The economic upswing in Central and Eastern Europe can be achieved only with a skilled work force. In view of the traditional exemplary reputation of its dual system of vocational training, attention is being directed toward Germany. The dual system differs from that of other countries in that not only the state determines which qualifications may be provided. The requirements are defined by practice itself. The German economy finances the practical training of skilled workers in an amount three times greater than that which the state makes available for training at vocational schools. This personal interest on the part of the economy presumes a well-functioning economy capable of bearing the basic costs of such training. Various transitional forms are possible. The training and further training of skilled workers in Germany is focused on the practical teaching content provided on the job. This should not, however, be confused with semiskilled production jobs into which some countries place students. In Germany, the state regulates the framework in which the economy operates. Germany enjoys the lowest level of youth unemployment of all industrial countries. The training personnel sector plays an important role. Germany is supporting the reform processes in Central and Eastern Europe through counseling in vocational training reform and the creation of statutory foundations; support for model training centers; qualification assistance; and international activities. (YLB)

ED 371 151 CE 066 596

Decker, Carol; And Others
Listening Skills. Instructor/Lesson Guide.
PUB DATE- 22 Mar 94

learning from experience. The following papers are organized into three sections that focus respectively on the notion that experience is the foundation and source of learning, ways of approaching and fostering reflection, and ways of fostering group learning: "Through the Lens of Learning: How the Visceral Experience of Learning Reframes Teaching" (Brookfield); "Putting the Heart Back into Learning" (Postle); "Activating Internal Processes in Experiential Learning" (Mulligan); "On Becoming a Maker of Teachers: Journey Down a Long Hall of Mirrors" (Andresen) "Barriers to Reflection on Experience" (Boud, Walker); "Unlearning through Experience" (Brew); "Experiential Learning at a Distance" (Thorpe); "Learning from Experience in Mathematics" (Mason); "How the T-Group Changed My Life: A Sociological Perspective on Experiential Group Work" (Miller); "Living the Learning: Internalizing Our Model of Group Learning" (Kasl, Dechant, Marsick); "Experiential Learning and Social Transformation for a Post-apartheid Learning Future" (Criticos); and "Experiential Learning or Learning from Experience: Does It Make a Difference?" (Usher). Many articles include substantial bibliographies. (MN)

ED 371 170 CE 066 640

McGill, Ian; Beaty, Liz
Action Learning. A Practitioner's Guide.
PUB DATE- 92
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Classroom Techniques; *Experiential Learning; Foreign Countries; Group Activities; Higher Education; *Management Development; Organizational Change; Organizational Development; Self Directed Groups; Social Change; Staff Development; *Training Methods; Workshops
IDENTIFIERS- *Facilitators; *United Kingdom

This guide is intended to assist practitioners involved in facilitating action learning (AL). Examined in Part 1 are the following topics: principles of AL (distinctive features of AL, purpose of AL sets, life span of AL sets, values underpinning AL); independent versus organization-sponsored AL sets; AL set operation (time, tone setting, set progression); set member responsibilities (presenting, supporting, preparing, reviewing); being a facilitator (responsibilities and core qualities); and self-facilitated sets (benefits, the Brighton experience, requirements, applications). Part 2 includes chapters on the following topics: benefits and organization of an introductory workshop; basic skills (group and interpersonal skills, listening, reflecting back, disclosure); and additional skills (management of emotion, empathy, feedback, generalizations, and specification of actions). Part 3, which focuses on the uses of AL, includes chapters on the following: key issues for management development (changing nature of organizational life and manager development versus management development); use of AL for management development; AL in higher education (structures, issues, models, and AL in staff development); and AL as a contributor to individual, organizational, and social change. Concluding the guide are a glossary and 50-item bibliography. (MN)

ED 371 171 CE 066 641

situations to use to help themselves. The book consists of nine chapters that focus on the following topics: introduction to resources and some insight into job trends; youth; young adult; parenting; dual-career households; midcareer transitions; unemployment and underemployment; preretirement and retirement; and clergy and vocation. Numerous resources are cited throughout, mostly worked into the narrative. Information is provided on sources and prices. (KC)

ED 371 188 CE 066 668

Buckley, Patricia A.; Miller, Leslie D.
Developing a High Performance Work Force--MAPI Survey of Selected Manufacturing Companies' Training Programs. MAPI Economic Report ER-278.
PUB DATE- Aug 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Corporate Education; Employer Attitudes; *Industrial Training; Inplant Programs; *Job Training; *Labor Force Development; Manufacturing; *Manufacturing Industry; Staff Development; Surveys; Trade and Industrial Education

The Manufacturers' Alliance for Productivity and Innovation surveyed the members of its two Human Resources Councils to obtain feedback on the training employers provide their employees. The survey inquired about features of company training initiatives, special training programs that arose from a specific training need that had been instituted, and ongoing company-sponsored training programs. Responses from 72 employers revealed that a sizable majority of respondents were strongly committed to increasing the skill levels of their work forces as a way of improving their competitiveness position. As measured both in terms of dollars spent as a percent of payroll and the percent of employee hours devoted to training activities, companies committed substantial resources to training. A cause for concern was that a high proportion of training dollars were spent on employees who already had high levels of formal education. Only 36 percent of respondents spent over one-half of their training resources for nonsupervisory production and clerical workers. Comments indicated the training process was increasing being integrated into the manufacturing process rather than serving as a stand-alone activity. (A summary of data responses to the survey questionnaire on company training programs is included.) (YLB)

ED 371 189 CE 066 669

Ecclestone, Kathryn
Understanding Assessment. A Guide for Teachers and Managers in Post-Compulsory Education.
PUB DATE- 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Employer Attitudes; *Evaluation Methods; Evaluation Needs; *Evaluation Utilization; Foreign Countries; Formative Evaluation; Postsecondary Education;

Harhoff, T. J. Kane) are the following reasons why German firms support apprenticeship programs despite their high cost: cultural factors, union support, the high cost of firing, and low apprentice wages. The paper "School-to-Work Opportunities: Issues in State and Local Governance" (S. P. Choy) describes federal and state policies directed toward developing transition programs to prepare youths for high-skill, high-wage careers and transforming workplaces into learning sites. Outlined in "Industry-Based Education: A New Approach for School-to-Work Transition" (G. Hoachlander) is a model school-to-work program. The final two papers, "Profile of Target Populations for School-to-Work Transition Initiatives" (S. P. Choy, M. N. Alt, R. R. Henke) and "Opportunities or Obstacles? A Map of Federal Legislation Related to the School-to-Work Initiative" (M. T. Moore, Z. Waldman) discuss state programming options in view of federal legislation targeting specific population groups. Most papers include substantial bibliographies. (MN)

ED 371 207 CE 066 699

Redefining the Purpose of Education: Providing Students with a Seamless Transition from School-to-Work. Recommendations from the Speaker's Blue Ribbon Commission on Career/Technical Education.
PUB DATE- 19 Feb 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; *Educational Needs; Educational Objectives; *Educational Policy; *Education Work Relationship; *Job Skills; Policy Formation; School Business Relationship; Secondary Education
IDENTIFIERS- *Michigan

A study by a commission of the Michigan House of Representatives determined that the gap between what students need to know to become employed and what they are learning in school is widening. In Michigan and nationally, a serious mismatch has developed between the traditional basic skills that are taught in middle school and high school today and the new and different basic skills that are now required and being demanded in the workplace. With these thoughts in mind, the commission formulated five recommendations: (1) redefine the purpose of education to provide all students with the education, skills, and training needed to enable them to make a seamless transition from high school to further education or the world of work; (2) identify the jobs that will be available in the future and the education, skill level, and training that will be necessary to obtain those jobs; (3) the focus of education must be on the achievement of competencies and mastery of skills that students will need in the next century; (4) business and higher education are essential links in ensuring that students are provided with a successful school-to-work transition; and (5) funding cannot be addressed without understanding what exists today and what will be needed in the future. Recommendations were made to develop programs and educational curricula to address the five conclusions reached by the commission. (Contains 39 references.) (KC)

ED 371 208 CE 066 700

Steps toward a Comprehensive Employment and Training System.

The research phase of the project included the following: 71 of the students enrolled in the classes Home Economics Related Organizations (HERO) and Foods 3 and 4 answered the initial survey; videotaped oral interviews with 25% of the students in each class; and a survey of 33 HERO employers concerning students' ability to work within groups. Data from the surveys/interviews and a literature review were used to develop instructional strategies that were in turn incorporated into a 3-month instructional program focusing on teamwork/cooperative learning and conflict resolution and communication in group settings. Postprogram surveys were completed by 47 of the 71 students originally surveyed and by 29 HERO employers. Only slight differences were noted between the responses to the pre- and postproject employer surveys. The participating teachers considered the project a positive experience, however, and noticeable gains in the students' understanding of group dynamics and team building were observed in the postproject surveys. (The bibliography lists 42 references. Appended are the student and employer interview and survey instruments, project learning activities, sample group processing forms, and pre- and postproject survey results.) (MN)

ED 371 226 CE 066 753

Hearings on H.R. 2884, School-to-Work Opportunities Act of 1993. Hearings before the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (September 29, October 20 and 27, 1993).
PUB DATE- 93
NOTE- 685p.; Serial No. 103-57. Document contains some small type.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Education; *Educational Legislation; *Educational Opportunities; Educational Policy; *Education Work Relationship; Federal Legislation; Job Training; National Programs; Partnerships in Education; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; State Federal Aid; Statewide Planning; *Systems Approach; *Transitional Programs; *Vocational Education
IDENTIFIERS- Congress 103rd; *School to Work Opportunities Act 1993

These Congressional hearings contain testimony pertinent to passage of the School-to-Work Opportunities Act of 1993, which is a bill designed to create a national framework within which states and localities can develop effective systems for offering U.S. youths access to performance-based education and training programs that will in turn prepare them for a first job in a high-skill, high-wage career and increase their opportunities for further education. The following are among the agencies and organizations whose representatives provided testimony at the hearings: Manpower Demonstration Corporation, National Federation of Teachers, New England Deaconess Hospital, Jobs for the Future, U.S. Department of Labor, U.S. Department of Education, Center for Law and Education, National Youth Employment Coalition, Wider Opportunities for Women, American Federation of Labor-Congress of Industrial Organizations, Hurley Hospital, American Vocational Association, National Education Association, Sullivan College, Louisville Chamber of Commerce, Alternative Schools Network, Association for Community Based Education, American Occupational Therapy Association, Hispanic Association of Colleges and Universities, Jobs for Youth, American Legal caseworker's needs in order to increase his/her organization and the quality of services provided to his/her clients, and to reduce overtime. The results indicated improved handling of caseworker's responsibilities. However, the improvement could be related only indirectly to the planning system. Appendices include sample question and survey forms, planning system forms, implementation plans, and percentage scores. (MSF)

ED 371 245   CG 025 315

How To Establish a Student Peer Counseling Program.
PUB DATE- Feb 94
NOTE- 3p.; Based on an article by Mary O'Brien-Orman published in "Leadership," (Mar 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Adolescents; Interpersonal Competence; Interpersonal Relationship; *Peer Counseling; Role Models; Student Adjustment; Student Alienation; Student Development

Peer helping is a system of delivering service to young people who do not seek it from traditional sources. The peer helping program teaches young people to help fellow students solve personal problems, to demonstrate positive social skills, and to serve as role models in social situations. Training, which initially uses discussion and group dynamics so that students learn from the method as well as from the content, is open to all willing students and requires 30 to 40 hours during the semester. It entails a sequence of sessions preparing students to help lonely, isolated, alienated, or socially handicapped peers. It also helps make students aware of their own relationships with others. A second training phase is practicum-centered, being structured around specific helping situations such as helping a peer find a guidance counselor or implementing school programs dealing with specific youth concerns. The basic concern of peer helping is to improve social interactions. (MSF)

ED 371 246   CG 025 316

Downey, John P.; Jennings, Peggy
Insights and Implications of Campus Hate Speech Codes.
PUB DATE- Mar 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (75th, Boston, MA, March 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Civil Rights; *College Environment; Equal Protection; *Freedom of Speech; Higher Education; Intergroup Relations; Legal Responsibility; *Minority Groups; Social Discrimination; Student Behavior; Student College Relationship; *Student Personnel Services; Student Personnel Workers; Student Rights
IDENTIFIERS- *Hate Speech; *Speech Codes

Student affairs personnel must both ensure the safety and basic civil rights of students and also find ways to expose students to the consequences of their actions and speech. These obligations involve tensions between students' rights to free speech and their rights to equal protection under the Constitution, thus to education free from harassment. Among provides a profile of harassment behaviors, and offers solutions to the problem. To lessen sexual harassment in schools, teachers and administrators must transform the broader school culture. Dealing effectively with sexual harassment requires schools to infuse both a spirit of equity and a critique of injustice into their curriculums and pedagogy. Harassment flourishes where children are practiced in the art of doing nothing in the face of unjust treatment by others. If youngsters have not been encouraged to critique the sexism of the curriculum, hidden and overt, then they are less likely to recognize sexism when it confronts them on a daily basis. Students need to be involved in decisions about school policy, environment, and curriculum. Only in conjunction with efforts to reduce other practices that promote and institutionalize inequalities in schools, such as tracking, standardized testing, biased curricula, and classroom practices and pedagogies, will U.S. schools become safe and conducive learning environments for all students. (RJM)

ED 371 265   CG 025 469

Boehnke, Klaus
The Measurement of Change in Longitudinal Youth Research: Continuity/Discontinuity, Stability/Instability, and Mean Differences in the Development of Individualism and Collectivism among East and West Berlin Youth between 1990 and 1992.
PUB DATE- Mar 94
NOTE- 21p.; Paper presented at the International Conference on Methodological Issues in Longitudinal Youth Research (Guilford, England, United Kingdom, March 23-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Attitude Change; *Change; Cohort Analysis; Foreign Countries; Group Behavior; *Individualism; *Longitudinal Studies; Secondary Education; *Social Change; Statistical Studies; Statistics
IDENTIFIERS- *Germany

Studying the process of change becomes tricky from a methodological point of view if change has its origin in both the intrapersonal and societal spheres. This paper examines the problems which arise when discussions of change measure only changing means without considering the fact that constructs of change are continually redefined. For example, as a person ages, the contention that he or she becomes more conservative is as plausible as the assumption that in rich societies economic crises lead to a reorientation toward conservative values. To disentangle intrapersonal and societal origins of change, at least two multi-cohort panels have to be started at different points in time. Such longitudinal studies, however, also involve pitfalls when measuring change. Both the means of a value preference change over time as does the understanding of the value itself. Means of change are often artifacts, due to the fact that content-wise redefinitions of constructs are overlooked. In some cases, the latter are responsible for mean differences that would not have reached statistical significance had qualitative changes been treated properly in analytic strategies. In other words, researchers must consider that mean differences may be due to qualitative changes in meaning that the examined construct underwent. (Contains five tables which present statistical summaries.) (RJM)

divided into three sections: (1) Part I provides general information about sources of aid, eligibility requirements, and financial need analysis; (2) Part II concerns the application process in general for such Federal aid programs as Pell Grants and Federal Family Education Loans and includes information on how to apply, how the application is processed, and how to use the official Expected Family Contribution formula to document eligibility; (3) Part III provides a copy of the Free Application for Federal Aid form and individual sections of instructions for answering each question on it. Four appendices provide information on: (1) sources of additional information; (2) the names of contact persons at agencies responsible for administering the various Federal aid programs, listed alphabetically by state; (3) a glossary of terms and acronyms; and (4) Expected Family Contribution worksheets. (MSF)

ED 371 285   CG 025 576

Abood, Faye
Improving Parental Coping Skills during the Adjustment Period: A Model Divorce Education Program.
PUB DATE- 94
NOTE- 64p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Anger; *Child Rearing; *Conflict Resolution; *Daily Living Skills; *Divorce; Emotional Adjustment; Family Problems; One Parent Family; *Parent Child Relationship; *Parenting Skills; Problem Solving; Resources; Stress Management; Well Being

The design of this practicum was to address the problem of parents obtaining a divorce who did not possess coping skills and who sometimes misdirected their frustration and anger at their children. Often, children felt responsible for the divorce and experienced a profound sense of loss and confusion. The major goal realized in this practicum was that divorcing parents learned to channel their anger into more positive emotions and learned how to communicate effectively with their children. The following tools were developed for this practicum: (1) a parent survey; (2) 12 interactive work classes for divorcing parents; (3) appropriate handouts; (4) a personal information form for children of divorced parents; and (5) a parent informal interview form. Analysis of the data demonstrated that the divorcing parents became more aware of coping skills during this transition period and were able to direct their frustration toward positive outlets. In addition, there was a decrease in the number of anger incidents directed at their children. (Author/MSF)

ED 371 286   CG 025 579

Steward, Cherie A.
Providing Grief Counseling with Inner City Elementary Aged Children Whose Relative Was Murdered because of Gang Violence.
PUB DATE- 93
NOTE- 64p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adjustment (to Environment); Aggression; Anger; Behavior Problems; Death; Elementary Education; *Elementary School Students; Emotional Problems; *Grief; Homicide; Mental Health; Moods; *School Counseling; *Urban Youth; Victims of

eight students in grade 9 read and created meaning from short story assignments in their English classrooms. Concurrent think-aloud protocols from four short story readings were the primary data source, and these were supplemented by classroom observations and three interviews. The teacher also participated in three interviews. Results indicated that students used their experiences with written texts, personal texts, and sociocultural texts to create meaning for assignments given in this classroom context. These texts formed the basis of the coding system and included some overlapping codes for those responses drawing upon several textualizations. Classroom influences in the form of intertextual substances and processes related to which texts readers selected and used in their short story readings. In addition to these classroom elements, individual reading styles also were represented in the protocols. Findings suggest that communities, whether classroom, social, or cultural, influence not only the construction of texts but also how those texts are used by members of these groups to create meaning. (Contains 16 references.) (RS)

ED 371 306 CS 011 735

Collins, James L.
Dialogue and Resistance in Small-Group Reading-Writing Instruction.
PUB DATE- Apr 94
NOTE- 109p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; *Discussion (Teaching Technique); Grade 6; Intermediate Grades; Middle Schools; Public Schools; Reading Instruction; Reading Research; *Resistance (Psychology); *Small Group Instruction; *Student Reaction; Urban Education; Writing Instruction
IDENTIFIERS- *Communication Behavior; Communication Context; Small Group Communication

A study examined a resistant student's interactive discursive practices within a participant framework. Data were taken from observations, audiotapes, and transcripts of teacher-led small group discussions in two sixth-grade classrooms at a public urban middle school. Seven visiting teachers from a university and 56 students in the two classes worked in groups consisting of one teacher and four students. The groups were asked to discuss and write in response to a series of tasks focusing on readings about people. The audiotape and transcript used to illustrate the role of the resistant student recorded a lesson from the first day of study of a 670-word excerpt from "The Acorn People." Results indicated that "resistant" students may be sufficiently competent in classroom discourse to participate meaningfully in the dialogue but choose to participate intermittently. The particular student was interested less in taking part in the discussion than in taking it apart, preferring to move in and out of the lesson, sometimes contributing to the lesson but more often opposing it. (Contains 22 references, 5 notes, and 12 figures presenting segments of the transcript. The excerpt from "The Acorn People," a transcription guide, and the complete transcript of the discussion of "The Acorn People" are attached.) (RS) implementation of the CONSULT-I(R) program, which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties. Eight classroom teachers and two Gifted and Talented coordinators at South Avondale Elementary School, Cincinnati, Ohio, volunteered to participate in the project. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the 43 Afro-American students at the end of the semester. Results indicated that: (1) 85% of the learners had positive changes in affect and 89% had positive changes in attitude; (2) 80% of the students became better readers; and (3) the revelation that working with a learner's interest can make a great difference in the success of a child was of paramount importance to teachers. Recommendations include: start the program at the beginning of the school year; clarify the explanation of the anecdotal records; provide extra time for recordkeeping; and encourage further parent participation. (Contains nine references and nine tables of data. Appendixes present the taxonomy of learner characteristics, results of three earlier studies, inservice agendas, an anecdotal record form, questionnaires, success criteria, and a tabulation of program assessment.) (RS)

ED 371 327   CS 011 756

Newman, Anabel; And Others
CONSULT-I Reading. South Avondale Elementary School, Cincinnati Project. Final Report.
SPONS. AGENCY- Ohio State General Assembly, Columbus.
PUB DATE- 30 Jun 94
NOTE- 127p.; For related documents, see CS 011 754-758.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Elementary Education; *Individualized Instruction; *Instructional Effectiveness; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- Afro Americans; Cincinnati Public Schools OH; CONSULT I Computer Program

A study examined the effectiveness of the second year of implementation of the CONSULT-I program, which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties. Five elementary classroom teachers, two ESEA (Elementary and Secondary Education Act) teachers, and the school librarian at South Avondale Elementary School in Cincinnati, Ohio, volunteered to participate in the project. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the 39 Afro-American students at the end of the year. Results (consistent with previous projects) indicated that: (1) 84% of the learners had positive changes in affect and 87% had positive changes in attitude; (2) 74% of the students completed the project demonstrating success (although earlier projects had higher success rates); and (3) the revelation that working with a learner's interest can make a great difference in the success of a child was of paramount importance to teachers. Recommendations include: establish a pre-first-grade classroom for high-risk students; use teacher mentors for teachers new to the program; hold regular meetings;

attendance rates, school size, percentage of students from low-income families, and the percentage of minority students. A related study used parent attendance rates at the annual Chapter 1 parent meeting to indicate the level of parental involvement. Results of correlational analyses and the related study indicated that even though parental attendance rates are encouraged by local educational agencies and approved by the state education department as an indicator of success, no evidence was found to suggest that high parent attendance rate is directly related to improvement in student reading performance. Findings suggest that: (1) school district administrators and instructional leaders should reexamine the focus of their parent involvement programs; (2) further research is needed for examining the effectiveness of substantial parental involvement approaches to determine what types of activities have a positive impact on student learning; and (3) coordination between Chapter 1 instruction and parental involvement programs is important. (Contains 11 references and 3 tables of data.) (RS)

ED 371 348 CS 011 780

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1992 to June 30, 1993.
PUB DATE- 94
NOTE- 229p.; For previous year's research, see ED 358 426.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classroom Research; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Social Influences; *Teacher Education
IDENTIFIERS- Reading Management

This book summarizes approximately 600 reports of reading research identified between July 1, 1992 and June 30, 1993. Research studies in the book are categorized into six major areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. All but the first category in the book are further subcategorized, and individual studies within subcategories are grouped by subject. An author index and a list of journals, conference proceedings, and journals monitored conclude the book. (RS)

ED 371 349 CS 214 342

Baker, Lori
The Role of Dissent in Current Composition Theories: Implications for Collaboration.
PUB DATE- 17 Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cooperative Learning; *Group Activities; *Group Discussion; Higher Education; Ideology;

cultural "Contact Zones." Neihardt's and Black Elk's collaboration shows that "agency" (natives speaking for themselves and for their own view of their histories) can be accomplished in collaboration, even when the collaboration is between people of unequal power and control. The collaboration also shows that despite the fact that Black Elk could not control the final product, he did in fact have sufficient influence in the final product because of the element of "transculturation." Neihardt's and Black Elk's collaboration at documenting his childhood vision that he had the power to heal and the gift of prophecy shows the positive qualities of intercultural cooperation. The importance of "Black Elk Speaks" goes beyond the work's effect on the collaborators--Black Elk foresaw the need for his people to have a source of information about their own culture and spiritual lives. (Contains 20 references.) (RS)

ED 371 367   CS 214 371

Henning, Teresa
Problematizing the Personal: A Feminist Reassessment of Expressionist Rhetoric.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Discourse Modes; *Females; *Feminism; Higher Education; Language Role; Rhetoric; Self Concept; *Writing (Composition); *Writing Processes; Writing Strategies
IDENTIFIERS- Academic Discourse; Feminist Pedagogy; *Personal Writing

Peter Elbow's expressionist approach to rhetoric lacks the critical position that feminism requires. Expressionist rhetoric's focus on the personal does not make it a feminist rhetoric because its conception of the personal as well as its conception of itself as a rhetoric is uncritical and ignores the social context that subject positions, discourses, and rhetorics arise from. Expressionists like Elbow, Joan Bolker, and E. B. White view the writer as an individual pitted against the needs or expectations of his or her audience. For James Berlin, their rhetoric posits "an uncritical acceptance of the unified, coherent and originary self." Working from a different set of assumptions on the subject, Sally McConnell-Ginet points out that women writers may be "silent" because they cannot identify with the presence created for them by sexist language. Education includes showing students that the subject positions they hold are socially constituted and that the discourses they write are shaped by discourse conventions. This anti-foundational notion of subject and discourse allows students and teachers alike to see all knowledge as constructed. If professors expect their students to be able to negotiate these discourses and change them, they also need to offer them a critical and social perspective of discourse. Offering them a revised expressionist rhetoric--one that is postmodern and feminist--is one way to empower them to work with, in, and through academic discourse convention. (Contains 11 references.) (TB)

PUB DATE- 93
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; Dialog Journals; Elementary Secondary Education; *Journal Writing; Personal Narratives; *Student Journals; Writing Exercises; Writing Strategies
IDENTIFIERS- Response to Literature; Writing Contexts

Inviting students to read, write, and think, this book discusses 13 different types of journals and the stories of 25 classroom pre-K through high-school teachers who have built more effective journal writing into their classrooms. The book presents clear and easy-to-follow strategies for incorporating journaling into classroom practice. The book notes that journaling can help teachers to motivate students, assess their progress, communicate with them, teach them, and reach them "where they live." Chapters in the book are: (1) Why Use Journals?; (2) Journal Writing in Children's Books; (3) Personal Journal; (4) Literature Response Journal; (5) Learning Log; (6) Dialogue Journal; (7) Buddy Journal; (8) Book Buddy Journal; (9) Double Entry Journal; (10) Draw and Tell Journal; (11) Home-School Journal; (12) Character Journal; (13) Writer's Journal; (14) Electronic Journal; (15) Daily Group Journal; and (16) Nurturing Journal Writers. A 52-item annotated bibliography of books for K-12 in which main characters keep journals or the writing is in journal format, directions for making journals, and an 11-item annotated list of professional resources are attached. (RS)

ED 371 388   CS 214 392

Fiderer, Adele
Teaching Writing: A Workshop Approach. Grades 2-6.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Elementary Education; Teaching Methods; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Workshops
IDENTIFIERS- Writing Development

This book has an easy-to-follow-format. It supports teachers through six workshops by sharing specific strategies, procedures, and materials that worked best for students and teachers in classroom writing workshops. The book discusses the routines that helped organize and support a workshop; and presents strategies for anecdotal record-keeping, ideas for implementing portfolio assessment, mini-lessons on the conventions of writing, and charts and checklists. Chapters in the book are: (1) Organizing a Writing Workshop; (2) Setting the Stage for Writing; (3) Getting Ready to Launch the Writing Workshop; (4) Putting It All Together; Teaching Writing; (5) Mini-Lessons: Teaching about Good Writing; and (6) Assessing and Evaluating Writing. An appendix consisting charts and checklists is attached. (RS)

ED 371 389   CS 214 393

Coleman, Michael W.
Using a Collaborative Learning Project To Teach Information

people's cognitions during conversations. Participants converse over a computer-mediated channel, while simultaneously providing verbal protocols about their thoughts. It takes participants at least two conversational sessions before they begin to feel comfortable using and interacting on a mediated system. Examples from protocol data and past research illustrate how plans, evaluation, attributions, and shared experiences are activated during conversations. Advantages of the design are: it offers a new sort of data; data collection is easy once conversationalists are acquainted with the system; and there is much potential for investigating questions about cognition and/or interaction. Limitations include: the extent to which verbal protocols reflect cognition specific to the conversation; the sheer amount of time and effort to transcribe the videotapes; and questions regarding participants' varying ability to provide oral protocols. Analysis of protocol concurrent to conversation through a computer-mediated channel offers a unique opportunity to map cognition during interaction. (Contains 11 references.) (RS)

ED 371 407 CS 508 586

Johnson, Edward A.
Preliminary Exploration of the Chromatic Differential: The Measurement of the Meaning of Color.
PUB DATE- 24 Jun 94
NOTE- 23p.; Paper presented at the Annual Conference of the Visual Communication Association (8th, Feather River, CA, June 23-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Color; Communication Research; Higher Education; Language Patterns; Questionnaires; Semantic Differential; *Semantics
IDENTIFIERS- Color Discrimination; Meaningfulness; Osgood (C E); Visual Communication

A study investigated the reciprocal relationship between colors and semantic terms--just as certain semantic terms elicit thoughts of particular colors, so those colors may also elicit their reciprocal semantic terms. Twenty-six students were each shown 18 words: 3 each of bipolar pairs that expressed evaluation, activity, or potency. The students were asked what color came to mind when they read each word. They then were asked to select the coded color swatch that most closely matched that color. In terms of evaluation, negative words tended to elicit a reddish, dark gray, whereas positive words tended to elicit a light gray. In terms of activity, active words tended to elicit a weak red, whereas passive words elicited a blue gray. In terms of potency, strong words tended to elicit a weak red, whereas weak words elicited a light gray. Findings suggest a greater importance of color's role in communication, and that perhaps in the study of communication there has been an undue tendency toward verbocentrism and an aversion to other symbols, including the study of color. (Contains 13 references, and six tables and three figures of data. The questionnaire is attached.) (Author/RS)

ED 371 408 CS 508 587

Johnson, Edward A.
An Examination of the Meanings of Trademarks and Their Graphic

interpretations. In addition, participants indicated whether or not they were in love. Participation for students partially fulfilled a research requirement for either a public speaking or interpersonal communication class. If falling in love causes drastic changes in personality, relational message interpretations, and love styles, partial correlations between these variables should be zero when being in love is controlled for. Results indicated that partial correlations were slightly smaller than their zero-order counterparts. Pairs of variables with significant zero-order correlations, however, tended to also have significant partial correlations. Findings suggest that being in love does not totally account for the covariation of self-monitoring, love styles, and relational message interpretations. (Contains 23 references and 6 tables of data.) (RS)

ED 371 428 CS 508 612

Kaye, Stan
Instructional Resources for Training Undergraduates in Stage Management.
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; Higher Education; *Professional Training; Student Needs; *Theater Arts; Undergraduate Students
IDENTIFIERS- Actors Equity; *Stage Managers

To prepare student stage managers for the world of theater outside the university, faculty directors should endow them with full authority. Using the Actors Equity Association rules book as a guide, faculty directors should make stage managers aware of their duties and then leave them to perform them without close supervision. Unfortunately, in most cases, student stage managers function only as an extension of the faculty director, who takes on the "real" responsibility; for either lack of trust in the student, or a misguided sense of purpose, the faculty member is the "genuine" stage manager as well as the director. Student stage managers are further disadvantaged by the fact that they are given no formal training in college curriculums. Most of them learn by apprenticing themselves to a more experienced student. At this point, the most effective thing that can be done for undergraduate stage managers is to get them excited about their work. Endow them with authority in front of the cast and crew. Let them understand that stage management is a powerful career gateway. Rather than representing it as a fall back alternative to acting or directing, make them aware of the many opportunities to be gainfully employed in an important profession. (TB)

ED 371 429 EA 025 623

Macpherson, R. J. S.
The Balkanisation of Power in Australian Education: Political Lessons from the Recent Collapse of National Partnership in

proposals as alternative mechanisms for generating and distributing the economic benefits of education. Private benefits redound directly to those educated or their parents; external, or public, benefits redound to other members of society. The criterion for evaluating choice proposals is their potential to maximize combined private and external benefits. Successful school choice schemes must consider numerous factors that may increase the overall cost of publicly supported education, including costs necessary to: (1) increase parents' ability to take advantage of choice programs; (2) increase schools' diversification or improvement; (3) support the education of privately educated students and expand these students' education program to include public educational benefits; and (4) decrease school size. Finally, a successful school choice program may require significant modifications of the school finance system. General school funds should be distributed according to real school choice cost effects, including those on personnel and overhead. Taxation systems should be modified to ensure that sufficient public benefits of education are provided and that parents and taxpayers have appropriate control over the amount and kind of private benefits delivered. Categorical funding programs' purposes should be clarified to distinguish between programs primarily benefiting the child and those primarily benefiting the school. An executive summary is included. (Contains 27 references.) (MLH)

ED 371 448   EA 025 862

Preserving Our Ideals: Papers from the 1993 Principals Academy (Washington, D.C., 1993).
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Schools; *Community Involvement; Developmental Programs; *Diversity (Institutional); *Educational Technology; Elementary Secondary Education; Moral Values; Sex Discrimination

This publication contains papers that were presented at an annual meeting of Catholic school principals from across the country. The Academy sought to confront the changes that must be made in Catholic education to meet the needs of this decade and the 21st century. Following the introduction, section 1 contains papers that examine developmentally appropriate approaches. They include: (1) "Continue the Momentum of Learning" (Sister Shawn Fitzpatrick, Barbara Ann Coscio, Sister Julia Keaveney, and Sister Mary Jo Mike); (2) "The Middle Child in the Catholic School Family: The Needs of Adolescents" (Kathleen Heer and Laura M. Held); and (3) "Extended Care Programs: A Developmentally Appropriate Approach" (Mary Helen Thompson). Section 2 includes the following papers on educational technology: (4) "In Your Spare Time" (Joseph E. Sine); (5) "Sleepless in D.C.: Late-night Ramblings on Space Technology" (Daniel Sherman); (6) "Schools Yesterday, Today, and into the 21st Century" (Sister Patricia Ann Czarnota); and (7) "How Does a Principal Sensitize the Faculty to Use Technology?" (Ellen Manning). The third section features the following articles on community involvement: (8) "Catholic Schools: Prophetic Vision for Parish Life" (Sister Margaret M. Langer and Patricia M. Welegala); (9) "A Small Pebble--A Pool of Water--Many Waves" (Patricia A. Kohl); and (10) "The Role of the Principal in of schooling, and chapter 5 discusses radical pedagogy and the legacy of Marxist discourse. The sixth chapter analyzes how the language of critique has emerged within the last 15 years around a radical educational discourse. Chapters 7 through 9 examine the political correctness movement, the computer's discursive position in the larger framework of social production and distribution of knowledge, and the politics of the multicultural debate. Chapter 10 analyzes issues in the debate on the crisis in education and the role that federal policy should play in resolving it. Problems with the new public policy, with its celebrations of economic and technocratic reason, are discussed. The final chapter discusses the dual crisis faced by education as it moves into the 21st century: (1) the rise of the new right and its economic and ideological attacks on the schools; and (2) the failure of radical educators to match neoconservative politics with a corresponding set of visions and structures. (Contains 113 references.) (LMI)

ED 371 467 EA 025 909

Bartlett, Larry D.
School Administrators and Law Enforcement Officials.
PUB DATE- Jun 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Administrator Behavior; *Board of Education Policy; Court Litigation; Disabilities; Discipline Problems; Elementary Secondary Education; Federal Courts; *Legal Responsibility; Parent School Relationship; *Police School Relationship; *School Administration; Search and Seizure; Student Records; *Student Rights; Student School Relationship

To best deal with the issue of law enforcement officers in the school, educators should establish a written policy. Two previous issues of this journal offered a model policy. In light of intervening legal and educational developments, a revised 1994 model is offered. Local education officials are prohibited from sharing student records with law enforcement officials without proper authorization. Court decisions regarding search and seizure affirmed school officials' right to search students under their jurisdiction; however, the greater the police involvement, the higher the standard required to justify the search. The individualized education plan process must be used to resolve serious misconduct by students with disabilities. The model statement of rules deals with the following: (1) investigation conducted in the educational environment; (2) taking a student into custody; (3) disturbance of school environment; (4) searches of students, lockers, and inanimate objects; (5) students with disabilities; (6) education records; (7) school-law enforcement liaison; (8) coordination of policies with law enforcement officials; and (9) staff development. (MLF)

ED 371 468 EA 025 910

Randell, Shirley
Not Advancing Equally: Women in Educational Management in Australia.
PUB DATE- Jun 94

Climate and culture are inherent in the life of every organization, including schools. They are difficult to define and even more difficult to change, yet any reform effort must address them first if it is to succeed. This report helps school leaders understand these crucial factors and measure their influences on the school. It offers various strategies for implementing school-improvement efforts that work. Chapter 1 provides an overview of the terms "climate" and "culture," and chapter 2 offers definitions of the terms. Leadership roles played by the principal, superintendent, and school board are examined in Chapter 3. Chapter 4 describes and offers examples of holistic restructuring strategies, such as shared decision making, stages in the strategic planning process, the Outcomes Based Education (OBE) model, and the Coalition for Essential Schools model. Chapter 5 discusses ways to shape climate through instructional techniques. Various methods for measuring school climate are explored in chapter 6. Chapters 7 through 9 offer strategies for engaging parents and community members, dealing with the personal concerns of those involved with program implementation, and mobilizing channels of communication. A brief bibliography and list of contact resources are included. (LMI)

ED 371 486 EA 025 934

Smith, David Lawson
Determining the National Dropout Statistic--Considerations from a State's View.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dropout Rate; *Dropout Research; *Dropouts; Elementary Secondary Education; Enrollment; Potential Dropouts; *Stopouts; Student Attrition; *Student Mobility

The methods and formula developed by the National Center for Education Statistics for the collection of dropout counts and the formula have been topics of some discussion among various states, including Nevada, and especially Arizona. This paper highlights, from a state's perspective, some of the conceptual, methodological, and statistical considerations that emerge in the collection of national dropout data. One conclusion is that in deriving annual dropout rates, the individual's most recent status should be considered in determining his or her status. The grace period during which a student can return to school and not be counted as a dropout should be left open as long as is feasible. Second, if future dropout-rate formulas continue to adjust for long-term mobility, a further adjustment should be made to minimize the impact of duplicate counting. Third, data collection conducted at grades 7 and 8 most likely will produce inaccurate information. (LMI)

ED 371 487 EA 025 935

Traiman, Susan L.
The Debate on Opportunity-To-Learn Standards.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

IDENTIFIERS- *Illinois; *Individuals with Disabilities Education Act

Following a 5-year planning and development cycle, Illinois has completed its first year of full implementation of a statewide, comprehensive, coordinated system of early intervention services for eligible infants and toddlers and their families under provisions of the Individuals with Disabilities Education Act (IDEA). Among accomplishments noted are: adoption of mission and philosophy statements; use of IDEA funds to expand services at 56 sites; implementation of a statewide system of services; development and implementation of a public awareness program; enactment of the Illinois Early Intervention System Act; establishment of 45 local interagency coordinating councils; establishment of Interagency Agreements between the State Board of Education and seven participating agencies; establishment of a statewide network to coordinate diagnostic services; and appointment of an Early Intervention Ombudsman. Illinois activities and progress are reported in relation to the 14 components required by federal IDEA regulations. A description of each of 10 state agencies represented on the Illinois Interagency Council on Early Intervention is also provided. Additional information addresses interagency agreements, interagency coordination, additional early intervention activities, and the Federal fiscal year 92 budget/expenditure report. (DB)

ED 371 505   EC 303 092

Communication Disorders Guidelines.
PUB DATE- Dec 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Augmentative and Alternative Communication; *Communication Disorders; Curriculum; Disability Identification; Educational Diagnosis; Elementary Secondary Education; English (Second Language); Head Injuries; Individualized Education Programs; *Intervention; Language Arts; Neurological Impairments; Preschool Education; Public Schools; Speech; *Speech Therapy; Staff Role; *State Standards; *Student Evaluation; *Teacher Responsibility; Teacher Role; Therapists
IDENTIFIERS- *Utah

These guidelines outline procedures for the communication disorders specialist/speech-language pathologist employed in the Utah public schools. The guidelines are designed to ensure that all students with communication disorders, ages 3-21, will be provided with appropriate speech-language services in the public schools, that the criteria for speech-language services will be consistent throughout school districts in the state, that speech-language pathologists will have improved understanding of their professional responsibilities, and that administrators will have improved understanding of the responsibilities and qualifications of speech-language pathologists. The guidelines address: (1) clarification of federal definitions; (2) child identification, location, and evaluation; (3) classification guidelines; (4) service delivery; (5) termination of services; and (6) general audiological services. Appendices make up most of the document collaboration/consultation, research practices, higher education, adult services (especially employment and housing), and theoretical/philosophical orientation. Papers are: "Achieving Full Inclusion: Placing the Student at the Center of Educational Reform" (Dorothy Kerzner Lipsky and Alan Gartner); "Preserving Special Education...For Those Who Need It" (Laurence M. Leiberman); "Schools as Inclusive Communities" (Susan Stainback and William Stainback); "Preserving the Least Restrictive Environment" (Glenn Vergason and M. L. Anderegg); "The Need for a Range of Program Options for Gifted and Talented Students" (Barbara Clark); "Including All Children and Their Gifts within Regular Classrooms" (Mara Sapon-Shevin); "Labeling: A Tired, Overworked, Yet Unresolved Issue in Special Education" (M. Steven Lilly); "The Classification Problem" (Howard S. Adelman); "Norm-Referenced Intelligence Tests: What We Have and What We Need" (Jack A. Naglieri and Jeffrey P. Braden); "Special Education Decision Making and Functional/Behavioral Assessment" (Daniel J. Reschly); "Direct Instruction" (Sara G. Tarver); "Paradigm Shifts in Instructional Strategies: From Reductionism to Holistic/Constructivism" (Mary Simpson Poplin and Suki Stone); "Gentle Teaching: Its Assumptions, Methodology, and Application" (John J. McGee and Frank J. Menolascino); "Behavior Analytic Foundations of Classroom Management" (Thomas D. Haring and Craig H. Kennedy); "Continuing the Dialogue: Embracing a More Expansive Understanding of Collaborative Relationships" (Lawrence J. Johnson and Marleen C. Pugach); "A Rationale for Collaborative Consultation" (Jacqueline Thousand et al.); "Quantitative Research as the Method of Choice within a Continuum Model" (Robert G. Simpson); "Standing on Its Own: Qualitative Research in Special Education" (Robert Bogdan and Zana Marie Lutfiyya); "Unifying the Preservice Preparation of Teachers" (Marleen C. Pugach); "A Rationale for Departmentalization of Special Education" (H. William Heller); "Developmentally Disabled People Grow Up: Needs and Resources in the Post-School Years" (Marvin Rosen et al.); "Inclusive Community Living" (Steven J. Taylor et al.); "Special Education Research and the Scientific Method" (Douglas Fuchs and Lynn S. Fuchs); and "Role of Interpretation in the Human Sciences with Some Applications to Education" (Richard P. Iano). Papers contain references. (DB)

ED 371 525   EC 303 112

Bondurant-Utz, Judith A.; Luciano, Lenore B.
A Practical Guide to Infant and Preschool Assessment in Special Education.
PUB DATE- 94
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; Cognitive Development; Curriculum Based Assessment; *Disabilities; *Disability Identification; *Early Intervention; Educational Diagnosis; Emotional Development; *Evaluation Methods; Family Involvement; Infants; Interdisciplinary Approach; Language Acquisition; Motor Development; Preschool Children; Preschool Education; Self Care Skills; Social Development; Toddlers; Young Children
IDENTIFIERS- *Early Identification

This book is intended to be a practical resource guide for and decision-making skills. Seven sixth-grade students participated for 2 hours a week for 1 school year. Students were expected to produce products utilizing the following media: audiocassette and microphone; video camera and microphone; video animation; television studio equipment; audio and video mixers; and computer software packages including word processing, graphics, spreadsheets, and hypermedia. Thirty-two specific activities are outlined. At the end of the project students rated themselves as having completed a mean of 86 percent of the activities and the teacher rated students as having completed a mean of 91 percent of the activities. Students, parents, and teachers had generally very positive evaluations of the project. (DB)

ED 371 545 EC 303 133

Keenan, Tom
Who Benefits Most from Shad Valley?
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Academically Gifted; *Eligibility; *Enrichment Activities; Foreign Countries; High Schools; High School Students; Selection; *Summer Programs
IDENTIFIERS- *Shad Valley Summer Program ON

The founder of the Shad Valley (Ontario, Canada) summer program for gifted teenagers in 1984 suggests that the current selection process may not be adequate and fails to encourage applications from some students who would profit from the program. The program is seen to provide direct benefits to the universities that host the program, the sponsoring companies, society at large, parents of students, and Shad Valley students. Unfortunately, however, attending Shad Valley is often seen by students as the "ultimate merit badge" to which students automatically apply because it is expected of them. Students attending the program are classified into a broad range of categories such as "balanced achievers," "terminally quiet," "attitude problems," and "surprise packages." It is suggested that some form of major hurdle beyond the normal application process be instituted. Such a challenge would change each year and involve presentation skills. Examples are given of questions to which students would respond on a brief audiotape. (DB)

ED 371 546 EC 303 134

Leroux, Janice
Coping Strategies of Successful Canadian Women.
PUB DATE- Sep 92
NOTE- 8p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Attitudes; Attribution Theory; *Career Development; *Coping; Cultural Influences; *Females; Foreign Countries; *Gifted; Individual Development; Performance Factors; Questionnaires; Self Evaluation (Individuals); *Sex Role; Social Influences; *Success
IDENTIFIERS- *Canada

Analysis of questionnaires completed by 27 successful Canadian expressing thanks; invitations; eating and drinking; tea; houses; bathing; dress; expressing feelings; and festivals. Suggestions for appropriate behavior and expectations are offered. It also includes basic information about Japan: a historical sketch; a map; facts about geography and people; government; economy; education; religion; and art. A brief bibliography lists additional books about Japan. (MSE)

ED 371 566 FL 021 959

Clark, Raymond C.
Potluck: Exploring American Foods and Meals. Vocabureader Workbook 2.
PUB DATE- 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Awareness; Daily Living Skills; *English (Second Language); *Food; Foods Instruction; Reading Instruction; Second Languages; *Sociocultural Patterns; *Vocabulary Development, Workbooks
IDENTIFIERS- *United States

The workbook is an English vocabulary development text that focuses on words associated with preparing, serving, and eating food. The special vocabulary is presented in twelve readings. The reading passages are written in repetitive style so the student can learn each word's definition through context. Each selection describes a typical North American meal, with key vocabulary in boldface type. Illustrations, recipes, and menus are included to provide clarification and additional information. Five exercises, progressing from easy to more difficult and designed to explore forms and meanings of the key words, follow each reading selection. An answer key, index to foods, and index to key words are appended. (MSE)

ED 371 567 FL 021 960

Klebanow, Barbara; Fischer, Sara
American Holidays: Exploring Traditions, Customs and Backgrounds. Vocabureader Workbook 3.
PUB DATE- 86
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cultural Awareness; *Cultural Context; *English (Second Language); *Holidays; Social History; *Sociocultural Patterns; *Vocabulary Development
IDENTIFIERS- *United States

The workbook is an English vocabulary development text focusing on words associated with traditions, customs, and background of holidays celebrated in the United States, and in some cases also in Canada and elsewhere. The special vocabulary is presented in seventeen readings, written in repetitive style so the student can learn the definitions of each word through the context. Each describes an American holiday, with key vocabulary in boldface type. The first section of each reading explains the traditions and customs of the holiday; the second explores its historical and cultural background. Five or six exercises, progressing from easy to more difficult and requiring exploration of forms and meanings of the key words, A project was conducted in Australia to put together guidelines for developing gender-inclusive, ethnic-inclusive, and nonagist material in adult literacy curricula. Another purpose was to develop examples of adult literacy curricula exemplary in the use of nonsexist, nonagist, and nonracist material. This document combines the executive summary with the full report. The development of inclusive adult literacy, language, and numeracy curricula is examined. The report looks critically at the following: key theoretical issues, policy-making procedures, strategies for policy implementation (current good practice and the necessary steps to extend this good practice to an inclusive curriculum), and resources (16 books and journals are reviewed and summarized). Contains 101 references. (KC)

ED 371 113 CE 064 744

CALL Lesson Plans 3 for Use with Metra-Summerhays Basic Reading for Adults.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- 91
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; *Computer Assisted Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Reading Skills; *Skill Development; *Tutoring; Volunteers; Writing Skills
IDENTIFIERS- 353 Project

This collection of 71 lesson plans, which is designed to assist volunteer tutors involved in the Computer-Assisted Literacy in Libraries (CALL) program, contains guidelines and materials to help tutors correlate the words-only textbook "Basic Reading for Adults" by Metra-Summerhays with other reading materials selected by students. One lesson plan is provided for each of the 71 lessons in the 11-unit Metra-Summerhays textbook. Each lesson plan begins with a list of objectives and includes sections devoted to real-world reading, writing, the phonics concepts and sight words covered in the textbook, word patterns, computer-assisted instruction (CAI), and homework. Each section on real-world reading contains suggestions for activities calling for concurrent use of recreational, instructional, and supplementary reading texts and sustained oral reading by tutors. The writing section of each lesson plan includes an activity based on a practical type of writing used in adults' daily lives and suggestions for using students' writing as a basis for helping them develop punctuation and grammar skills. The sections on word patterns, CAI, and homework present suggestions for using the Metra-Summerhays text and other CALL program materials to achieve lesson objectives. (MN)

ED 371 114 CE 065 291

Lanciano, C.; Nohara, H.
The Socialisation of Engineers and the Development of Their Skills: A Comparison of France and Japan.
PUB DATE- 93
NOTE- 5p.; Translation by Delphine Claybrough.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Family & Consumer Education: Home Economics in the Middle School.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Bureau of Technical and Vocational Education.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Consumer Economics; *Consumer Education; Curriculum Development; *Early Adolescents; Family Health; *Family Life Education; *Home Economics; Homemaking Skills, Hygiene; Individual Development; Integrated Curriculum; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Activities; Middle Schools; *Minimum Competencies; Nutrition; Personal Space; State Curriculum Guides
IDENTIFIERS- *Iowa

This guide, which is intended to help middle-level home economics teachers satisfy the Iowa Vocational Education Standards and Requirements, consists of descriptions of 51 successful learning activities developed by Iowa teachers for helping middle school students master 17 minimum competencies in the following major content areas: personal and family health and nutrition, personal (including career) and family development, consumer resource management, and personal and shared space. Each learning activity description contains the following: title, goal, objectives, rationale, learning experience(s), assessment methods, recommended resources, and name of teacher who developed the activity. Included throughout the activity descriptions are ideas for increasing interdisciplinary teaching to facilitate student transfer and integration of knowledge into all parts of life and suggestions for incorporating community resources, parental involvement, Future Homemakers of America and Home Economics Related Occupations activities, and Iowa-mandated human growth and development content into the family and consumer education curricula. (MN)

ED 371 133 CE 066 500

Lewis, Morgan V.
A Quantitative Assessment of Needs in Vocational-Technical Education in Iowa.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Apr 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Legislation; *Educational Needs; *Evaluation Criteria; Federal Legislation; *Needs Assessment; Secondary Education; *Statewide Planning; Statistical Analysis; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Iowa

The Iowa State Plan for Vocational Education received conditional approval pending a new needs assessment that would be deemed responsive to Section 116 of the Perkins Act, which mandates needs assessment of vocational-technical (VT) programs. The U.S. Department of Education prepared instruments assessing the degree to which Iowa's VT programs incorporate 12 fundamental criteria (each of which encompassed between 4 and 55

NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Communication Skills; Instructional Materials; Interpersonal Competence; Language Arts; *Listening Skills; *Literacy Education; Postsecondary Education; Secondary Education; Supervisory Training; Teaching Guides

This instructor/lesson guide provides instructional materials for a 4-hour course in listening skills in the workplace. Stated objectives are to help students to become more effective listeners, to assist students in obtaining an understanding of how effective they are as listeners, and to assist students in identifying bad listening habits. Two introductory pages list references, terminal objectives, and general homework guidelines, and instructional materials (classroom requirements, transparencies, and handouts). The outline of instruction follows. The content is accompanied by corresponding instructor and student activities. Topics include what listening is, listening errors, personal listening profile, improving listening skills, and conclusion. The transparencies and handouts listed in the introductory pages follow. Contains 8 references. (YLB)

ED 371 152 CE 066 597

Fohr, Horst
Treuhand: Qualification Is the Employers' Responsibility. Consequences for East and Central European States.
PUB DATE- 94
NOTE- 5p.; "Education and Science" is the English version of the German serial "Bildung und Wissonschaft (Bonn)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Educational Needs; *Educational Policy; Employment Qualifications; Foreign Countries; *Free Enterprise System; *Government School Relationship; *Industrial Training; *Privatization; *Retraining; Training Methods; Vocational Education
IDENTIFIERS- *Germany

The Treuhandanstalt was given the task of privatizing former German Democratic Republic-owned enterprises and restructuring them so that they could survive and function in a market economy. The enormity of this task entailed personnel reductions as high as 10-20% in many cases and many qualitative changes, including the following: alterations to organizational structures, determination of new competition-oriented ranges of products, modification of production techniques, reduction of the vertical range of management, improvement in products' quality, identification of new procurement markets, creation of an optimal cost structure, and acquisition of new markets. The government-sponsored job training and job creation strategies that were initially attempted to accomplish the transition to private enterprises functioning in a market economy proved unsuccessful. Instead, the Treuhand has called upon enterprises to assume responsibility for developing a qualified staff and has been offering a management training program since 1993. At present, 30 managerial staff from 15 former East German companies are completing work experience programs in West German firms. The program, which offers a mixture of practical

Gustafson, Sigrid B.; Magnusson, David
Female Life Careers: A Pattern Approach. Paths through Life. Volume 3.
PUB DATE- 91
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; Adolescents; Career Choice; *Career Development; *Family Attitudes; *Family Characteristics; Family Influence; *Females; Foreign Countries; Individual Differences; Longitudinal Studies; Parent Influence; *Student Adjustment; Young Adults
IDENTIFIERS- *Sweden

A study traced the career development of 557 females from central Sweden who were participants in the Individual Development and Adjustment longitudinal study during its third year in 1968 (at which time they were in grade 6). The second part of the survey, which was conducted via a questionnaire mailed to all subjects when they were 26 years old, yielded a 90% return rate by all of the females who formed the original sample in 1965. Examined in the study were the girls' ability and school adaptation at ages 13 and 16, the relationship between family background to ability and school adaptation in early and middle adolescence, the relationship between career aspiration/choice to midadolescent ability/adaptation, and shared and differential life experiences in adulthood. The study established that parental values exert a strong influence on females' educational and occupational outcomes independent of parents' socioeconomic status and that high self-perceived ability, high adaptation to academic demands, and high aspiration were key to adult career achievement. (Appended is information about instruments used to measure the girls' ability and school adaptation at ages 13 and 16, their parents' values, and their interactions with their parents in midadolescence. Contains 39 tables and 137 references.) (MN)

ED 371 172   CE 066 642

David, Miriam; And Others
Mothers and Education: Inside Out? Exploring Family-Education Policy and Experience.
PUB DATE- 93
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Educational Policy; Educational Practices; Elementary Secondary Education; Family School Relationship; Feminism; Foreign Countries; Higher Education; *Mother Attitudes; *Mothers; *Parent Influence; Parent Participation; *Parent Role; *Parent School Relationship; Policy Formation; Preschool Education; Public Policy; *Womens Education
IDENTIFIERS- *England

This book uses a case study approach to present a feminist perspective on the relationship between mothers and education at different levels in the education system. Discussed in the introduction are the relevance of the concept of boundaries to discussions of relationships and interactions between mothers and education. The first four chapters examine the following aspects of mothers' roles as mediators for their children's education: construction of understanding through public

*Student Evaluation; Summative Evaluation

This guide shows why organizations need an assessment strategy to raise the quality and flexibility of the assessment they provide for learners. It contains guidelines to assist organizations in designing a strategy for offering a range of services for their own particular context. Section 1 discusses why organizations need an assessment policy. Section 2 addresses the purposes of assessment and the rationale for formative and summative assessments. Section 3 covers how assessment is done. It discusses types of assessment and provides tables that describe some common beliefs about assessment, describe the effects of these beliefs, and suggest how an assessment strategy can help organizations to challenge them. Section 4 describes different assessment services needed at appropriate stages in all learning programs. Each description is followed by examples of strategies to help implement or improve it. A figure summarizes all the services that can be offered. Section 5 provides guidelines for designing an assessment policy and a strategy for implementing it. Checklists to review different assessment services are presented. Section 6 discusses developing an organizational strategy for assessment services. Section 7 outlines some approaches that have been adopted by different agencies to widen access to assessment and accreditation. It summarizes their key features and discusses barriers that prevent them from being successfully implemented. Section 8 is a summary. (YLB)

ED 371 190   CE 066 673

Keegan, Desmond; Holmberg, Borje
Teaching by Satellite in a European Virtual Classroom. and Open Universities--Their Rationale, Characteristics and Prospects. ZIFF Papiere 92.
PUB DATE- Jun 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Communications Satellites; Cost Effectiveness; Developed Nations; *Distance Education; Dropout Rate; Dropouts; Educational Finance; Employment; Foreign Countries; *Occupational Safety and Health; *Open Universities; Safety Education; Student Attrition; Vocational Education
IDENTIFIERS- University College Dublin (Ireland)

The first of two papers in this publication is "Teaching by Satellite in a European Virtual Classroom" (Desmond Keegan). It describes the first accredited university course by satellite, a 1-year certificate course in safety and health at work offered by the University College Dublin. It discusses the enrollment of 219 students at 10 sites (the target enrollment was 10) and the 5 interlocking didactic structures: printed distance education materials, satellite-transmitted lectures, live and interactive telephone discussions via satellite, tutorials, and assessment activities. It reports that only one student dropped out and students and tutors agreed about the academic excellence of the course. The second paper, "Open Universities--Their Rationale, Characteristics, and Prospects" (Borje Holmberg), is a presentation of the concept of the open university. It discusses the development of open university system and then analyzes the educational characteristics, organizations, evaluation, and economics of open university work. The student bodies are described, and the problem of

Hearing before the Employment, Housing, and Aviation Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 3 Mar 94
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; Program Administration; *Program Effectiveness; Program Implementation; *Program Improvement
IDENTIFIERS- Congress 103rd; *Job Training Partnership Act 1982

This document records the oral testimony and written reports of witnesses who testified at a Congressional hearing on moving the United States toward a comprehensive employment training system. Witnesses included members of Congress, state officials, labor representatives, and association officials concerned with employment and training. At the hearing, witnesses took a broader look at the government's ineffective employment and training efforts, which span more than 150 programs operated by 14 federal agencies spending about $25 billion per year. Issues considered include whether and how to reinvent employment and training programs. The witnesses commented on the difficulties caused by the multiplicity of federal programs and the steps that they are taking to overcome the hurdles. (KC)

ED 371 209 CE 066 701

Nilvises, Pornchulee
Viewpoints on Tutorials in an Open University in Thailand.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Distance Education; Educational Objectives; Educational Practices; Foreign Countries; Higher Education; *Independent Study; *Open Universities; *Program Effectiveness; *Program Implementation; Program Improvement; *Tutorial Programs
IDENTIFIERS- *Thailand

Sukhothai Thammathirat Open University (STOU) is one of Thailand's two official open universities. STOU has no on-campus classes. Instead, it offers self-instructional packages in a distance education format and conducts optional tutorials in local study centers throughout Thailand. STOU's curriculum, which is designed to provide educational programs to advance Thailand's quality of life and development and preserve its culture, consists of course blocks that are each worth at least six university credits that may in turn be applied toward two-, three-, or four-year bachelor's degree programs or one- or two-year certificate of achievement programs. The optional tutorials, which are taught on weekends by STOU academic staff on a rotating basis, allow students to ask teachers questions about self-study units, receive detailed explanations of topics that are difficult to study independently, and view real-life examples and models. All tutorial teachers adhere to university-prepared guidelines and a standard teaching style. Despite their effectiveness, the tutorials can be improved by offering them in more locations, scheduling them at locations related to their topic, and awarding extra credits for tutorial

Defense and Education Fund, National Association for Bilingual Education, National Association of Protection and Advocacy Systems, National Displaced Homemakers Network, National Urban Coalition, Women's Legal Defense Fund, and National Tooling and Machining Association. The complete text of the bill is included. (MN)

ED 371 227 CE 066 754

Hall, Rick
DVR Client Followup Study. Clients Closed November, 1988 through October, 1989.
PUB DATE- Nov 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education Work Relationship; Employment Patterns; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Postsecondary Education; *Program Effectiveness; Questionnaires; *State Programs; *Vocational Education; Vocational Followup; *Vocational Rehabilitation
IDENTIFIERS- *Wisconsin

A follow-up survey was conducted of all clients of Wisconsin's Division of Vocational Rehabilitation (DVR) services whose cases were closed between October 1988 through November 1989. Of the 9,052 surveys mailed out, 2,498 (27.6%) were returned. The following percentages of program completers reported some kind of work within 6 months of leaving the DVR program: 88% of clients who were rehabilitated into wage or salaried jobs, 92% of sheltered workshop rehabilitations, and 74% of self-employed rehabilitations. Ninety percent of those persons rehabilitated into wage or salaried jobs still remained in this category 6 months after closure of their case. Of the sheltered workshop rehabilitations, 27% had moved on to wage or salaried jobs. Almost 70% of the wage and salaried workers were working 40 or more hours weekly, and more than 60% were earning at least $5.00 per hour. About 80% of clients successfully rehabilitated expressed satisfaction with DVR services compared to about 55% of clients classified differently. "Satisfaction with counselor" was consistently the highest rated survey item, with "time to plan" and "job satisfaction" receiving somewhat lower ratings. It was recommended that smaller-scale, more refined studies of DVR programs and outcomes be conducted in the future. (The survey instrument is included.) (MN)

ED 371 228 CE 066 756

Examining Assessment. Assessment Issues and Regimes in Post-16 Education and Training.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Delivery Systems; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Postsecondary Education; *Program Development; *Student Evaluation; Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain; National Vocational Qualifications (England)

This document discusses the role of assessment within corporate colleges within the further education system in Britain. It is current policy options is the Chaplinsky "fighting words doctrine" to be used in place of vaguely-worded policies; other policies or refinements also exist. Regardless of which approach an institution chooses, several factors must be considered when developing and implementing a hate speech policy. Among these are which minority groups are to be affected, whether the policy includes faculty as well as students, whether it extends to off-campus activities, whether harm must be actual or merely potential, how the policy will be enforced, and what the range of sanctions is to be. Institutions should take a comprehensive approach to the problem, encourage on-campus dialogue, adapt the policy to particular campus circumstances, and focus methodically and concretely on First Amendment issues. Campuses should also educate students about diversity and condemn intolerance, "censuring" rather than "censoring" racist speech. Includes and 84-item selected bibliography on verbal harassment policies. (MSF)

ED 371 247 CG 025 352

Gilewski, Michael J.
The Use of Transpersonal Empathy with Child Abuse Survivors.
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Counseling Techniques; *Empathy; Intuition; Perception; Psychology; Psychotherapy; Therapists
IDENTIFIERS- Connectivity; Spirituality; *Transpersonal Psychology

Adult survivors of childhood abuse are some of the more difficult and challenging patients in psychotherapy. This paper applies a transpersonal model of empathy to therapeutic work with these individuals. The transpersonal model of empathy extends traditional humanistic models which strive towards "advanced accurate empathy" to the level at which, through intuition and personal spiritual growth, the therapist is able to create a profound unitary, healing bond with the patient. Basic and advanced levels of empathy may alleviate isolation and provide some emotional resolution for adult victims of abuse; the use of transpersonal empathy serves to undo in a present experience what the abuse served to accomplish--it helps the patient, who was disconnected as part of the abuse, re-connect to a deeper sense of self which is intimately connected with life outside itself. Several cases are presented to illustrate how the various levels of empathy interact with treatment of adult abuse victims. Two tables summarize the transpersonal model of empathy and the effects of transpersonal healing. (Author/RJM)

ED 371 248 CG 025 380

Robbin, Debra J.; And Others
Educating Against Gender-Based Violence.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

ED 371 266 CG 025 470

Kurtz, Linda; And Others
Access by Noncustodial Parents: Effects upon Children's Postdivorce Coping Resources.
PUB DATE- 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Coping; *Divorce; Elementary Education; Elementary School Students; Family Characteristics; Family Environment; Foreign Countries; *Parent Child Relationship; Parent Role; Self Efficacy; Self Esteem
IDENTIFIERS- *Noncustodial Parents; *Parent Visitation; Quebec (Montreal)

Incidence of parental divorce remains at record levels. Studies estimate that 45% of all children born since 1970 will spent an average of six childhood years in a single-parent home as a result of divorce. This study examined the relationship between visitation practices of non-custodial parents and the children's coping resources (self-esteem and self-efficacy) during the postdivorce period. Also, the effects of visitation on interparental conflict witnessed by children were explored. The families of 35 elementary school children in Montreal were given appropriate questionnaires and measures. Results indicated that there was a positive relationship between the duration of parental visitation and the child's self-esteem, but there seemed to be no relation between visitation characteristics and self-efficacy. It is not surprising that, as the frequency of visitation with the non-custodial parent increased, so did levels of overt marital hostility reported. The study indicates that as the length of visits with the noncustodial parent increases, children's views of their own worth increase. However, children's self-esteem is not significantly associated with frequency of visitation. This may be because frequency of visitation seems to increase the level of overt marital hostility in the family social climate. (CC)

ED 371 267 CG 025 477

Sandhu, Daya S.
Shifting Paradigms in Secondary School Counseling: Changing Incidentals to Essentials through Proactive Approaches.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling Services; Counselor Attitudes; Counselor Performance; Counselors; *Employment Problems; *Job Development; Job Performance; *Program Development; *School Counselors; Secondary Education

There is a general consensus that school counseling is a profession in trouble. Most of the education reform movements underway in various states barely mention, if at all, the importance of school counseling, and counseling positions are in constant danger of being eliminated by school boards faced with budget restraints. Several factors contributing to this low profile and bad image include a lack of recognition of

Crime; *Violence

This practicum addressed the problem that many inner city elementary students dealt with on a daily basis. The objectives were to increase the students' ability to express their grief, concentrate on class work, and to decrease their wanting to hurt others because they felt angry or hurt. The writer administered a questionnaire to teachers and parents, consulted with teachers and parents, and developed and supervised a grief counseling program for students. The overall results of the practicum were positive with 91% of the elementary students being able to express their feelings about grief to a very high level. Further analysis indicated that 90% of the parents increased the overall time they spent with their children, so the students expressed their grief more often with their parents. Also, 70% of the teachers reported an overall decrease in students' initiating fights with their peers when they felt angry about a relative's death. The grief counseling experiences were positive for all of the students, parents, and participating teachers. The initial, individual consultations with teachers set the stage for a cooperative partnership between the teachers, students, and writer. (Author)

ED 371 287   CG 025 589

Bond, Meg A.; And Others
Campus Sexual Harassment and Departmental Climate.
PUB DATE- 22 Aug 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Campuses; *Classroom Environment; *College Environment; College Faculty; *College Students; Females; Higher Education; Organizational Climate; Power Structure; Questionnaires; Sex Stereotypes; *Sexual Harassment; Student College Relationship; *Teacher Attitudes; Teacher Student Relationship

Relationships among campus psychological climate, gender ratios, and incidence of sexual harassment were investigated to determine whether harassment within an institution could be related to the psychological climate of individual departments and to the gender ratios of women to men students, faculty, and full professors. Gender harassment, such as suggestive classroom joking or sex role stereotyping of students by the instructor, is not necessarily intended to elicit sexual cooperation but conveys sexist attitudes. Sexualized harassment, by contrast, includes more coercive forms of sexual advances. A 32-item questionnaire concerning sexual harassment was mailed to 10,500 students in a public university in the Northeast. Gender harassment occurred more frequently in departments where faculty hold gender-based expectations of students and decreased as percentages of women increased. It was negatively correlated with support for women's professional development and with general respect for students. Respectful faculty behaviors such as complimenting students and being sensitive to outside family obligations characterize departments with less harassment. Harassment is influenced by the climate of the student's major department which either tolerates or discourages it by virtue of group norms or values. The climate of the major department is influenced by the culture of the larger institution. Because of the difficulties

ED 371 307 CS 011 736

Fulk, Barbara J. Mushinski
The Effects of Spelling Strategy Training with/without Attribution Training.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attribution Theory; *Instructional Effectiveness; Intervention; Junior High Schools; Learning Disabilities; Learning Strategies; Remedial Programs; *Spelling Instruction

A study evaluated the effects of attribution training combined with spelling strategy training on spelling performance, strategy transfer, and effort attributions. Subjects, 43 adolescents with learning disabilities in grades 7 and 8, were stratified by grade level and randomly assigned to one of three experimental conditions: spelling strategy training, spelling strategy plus attribution training, or a traditional study control condition. Individually administered training sessions, conducted over three consecutive days, provided instruction in a 5-step study strategy including explicit training for strategy transfer. Spelling performance was assessed across the training days and on an unprompted generalization task that occurred one week following instruction. Significant differences emerged on spelling recall scores across the training days favoring the strategy attribution condition. No performance differences emerged on numbers of words learned or strategy usage on the unprompted generalization task nor on posttest numbers of effort attributions. (Contains 31 references and 3 tables of data.) (Author/RS)

ED 371 308 CS 011 737

Lewison, Mitzi
The GALAXY Classroom: An Interactive, Thematic Approach to Literacy Instruction.
PUB DATE- 6 Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Classroom Environment; Cooperative Learning; Curriculum Development; Elementary Education; *High Risk Students; Language Arts; Program Descriptions; *Student Centered Curriculum; *Teacher Role; *Thematic Approach
IDENTIFIERS- *GALAXY Classroom; Interactive Teaching; Student Empowerment

The GALAXY Classroom, developed as a nation-wide reform effort, was designed to make a significant positive difference in the educational lives of elementary school students who have traditionally been labeled "at-risk." As part of a 2-year demonstration and research phase, 39 elementary schools across the United States (and one school in Mexico) were connected by

and offer specific appraisals and written responses. (Contains nine references and nine tables of data. Appendixes present the taxonomy of learner characteristics, results of three earlier studies, inservice agendas, informal interest inventories, a sample lesson, a list of items provided for teachers, an integrated curriculum guide for primary education, and teacher responses.) (RS)

ED 371 328 CS 011 757

Newman, Anabel P.; Metz, Elizabeth
A Field Study in the Application of CONSULT-I to the Problem of Inconsistency in Diagnosis and Treatment of Reading Difficulties. Proffitt Grant Final Report.
SPONS. AGENCY- Proffitt Endowment, Bloomington, Ind.
PUB DATE- 1 Jun 89
NOTE- 18p.; For related documents, see CS 011 754-758.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; *Individualized Instruction; *Instructional Effectiveness; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- *CONSULT I Computer Program; Indiana; Massachusetts

A field study tested the application of the CONSULT-I (R) program, which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties. Participants in the field study came from 10 southern and central Indiana school districts, both public and parochial, and one Massachusetts school district. Participants included one high school dean in charge of the tutoring program, five teachers working with middle school learners, and 21 elementary school personnel. A total of 70 learners were taught by the 23 teachers who eventually completed the required data collection. Teachers completed learner profile sheets, carried out the recommendations of the CONSULT-I (R) program, and completed questionnaires at the end of the 5-month implementation period. Results indicated a positive reaction to most of the CONSULT-I (R) program: the focus in individualization and the strategies suggested were judged to be very helpful; and the negative responses showed a need for more written guidance in several aspects of the program. Findings suggest that data based diagnostic and treatment recommendations do work, and that through the use of the program, educators are able to provide an answer to the inconsistency of treatment predications for classroom teachers and reading specialists. Recommendations include: continue trials of the program in graduate and undergraduate classes; offer the program to area schools on a fee basis; and provide more written instructions. (Contains four tables of data.) (RS)

ED 371 329 CS 011 758

Newman, Anabel P.; Metz, Elizabeth
Individualizing Language Strategies Using CONSULT-I.
PUB DATE- Sep 88
NOTE- 55p.; For related documents, see CS 011 754-757.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test,

*Self Concept; *Writing (Composition)
IDENTIFIERS- Collaborative Writing; *Composition Theory; Cultural Ideology; *Subjectivity

James Berlin has idenitified three common ideological approaches in rhetoric in composition courses crucial to an understanding of how collaborative learning works in writing courses: the expressivist, cognitivist, and social-epistemic. One of the primary distinctions among these rhetorics is how the subject is perceived. In an expressionist or cognitive rhetoric, the subject is always autonomous, but in a social-epistemic rhetoric, the constructedness of the subject by social, political, and economic elements is acknowledged. The role of collaboration in a composition classroom too often may work to enforce a dominant ideology rather than question it. Even in a course driven by social-epistemic rhetoric, in which every activity that takes place is theoretically collaborative in nature, conformity and consensus to master social forces can keep recognition of diversity and multiplicity from taking place. However, this is not to say that traditional collaborative activities should not be allowed. The nature of these activities allows for the de-centering of the classroom, a first and primary step in empowering students to be aware of their own conflicting subjectivity. The very act of collaboration in expressionist and cognitivist classrooms gives the students the opportunity to resist the ideology of those rhetorics. (TB)

ED 371 350   CS 214 344

Hall, John; And Others
Patterns of Attainment in Standard Grade English 3-6. Interchange No. 22.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 94
NOTE- 13p.; For a related report, see ED 366 993.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Low Achievement; Portfolios (Background Materials); *Reading Achievement; Reading Research; Secondary Education; Student Evaluation; *Writing Achievement; Writing Research
IDENTIFIERS- National Standards; *Scotland

A study investigated the performance in Standard Grade English language of those Scottish secondary-school candidates who were judged to be "average to below-average" and identified changes in grade-related criteria which might lead to improvements in the teaching of basic competencies. Examination scripts and portfolios from over 600 candidates who received grades three through six in the 1991 and 1992 diets of Standard Grade English were analyzed. Results indicated that: (1) teachers and researcher interpreted and applied the grading criteria consistent with the standards used by the Scottish Examination Board (SEB); (2) candidates tended to receive their best grade on the writing examination paper, and their poorest grade for the reading folio; (3) the performance of candidates who were awarded different final Standard Grade awards were always clearly separated into distinct bands in the profiles; (4) the patterns of "peaks and troughs" tended to remain consistent form one year to the next; and (5) candidates were relatively successful in dealing with the information content of texts, but much less responsive to matters concerning the form of the text. Findings suggest that the pattern of results demonstrated

ED 371 368   CS 214 372

John, Judith Gero
Commands and Whispers: Maternal Voices in Early Advice Books for Children.
PUB DATE- Dec 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Didacticism; *Females; *Mother Attitudes; Parent Child Relationship; *Renaissance Literature; Scholarship; *Sex Role
IDENTIFIERS- Feminist Criticism; Feminist Scholarship; *Genre Studies; Historical Background; *Voice (Rhetoric)

From Virginia Woolf's time on, scholars have been looking for the invisible woman who was silenced during the Middle Ages and the Renaissance not only as a matter of custom but often as a matter of law. To find her, scholars must look not only at the prominent women of these periods, such as Margery Kempe and Queen Elizabeth I, but also at the letters of Margaret Paston, the diaries of Anne Askew, and the writings of Margaret More Roper. One genre rarely tapped but offering a rich display of the female voice in the Renaissance is the advice manual. As men increasingly moved into a secular space leaving the religious and moral realm to women, this genre became available to mothers. Addressed to children when the writer believed her death to be imminent, these manuals reveal a distinctly female discourse, in which the female "whisper" replaces the male firm command and the female "let" replaces the male imperative "shall." Through these books, scholars are fortunate to discern not just the contemporary religious and social ideals on which women built their lives and their beliefs, but the actual voices of women speaking to their children. Scholars are able to come into contact with the mind of women who are well read and careful observers, women who can mix experience with style and leave literary legacies which have gone through several editions during the 16th and 17th centuries. (Contains 15 references.) (TB)

ED 371 369   CS 214 373

Ward, Cynthia
Reading African Women Writers .
PUB DATE- Dec 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993). Title on document is "Reading African Women Readers."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Literature; *Authors; *Cultural Context; *Females; Feminism; Higher Education; Literary Criticism; Oral Language; Oral Tradition; Written Language
IDENTIFIERS- *Africans; Author Text Relationship; Feminist Criticism; Feminist Pedagogy

The works of women African writers such as Bessie Head, Mariama Ba, Buchi Emecheta, and Flora Nwapa have become increasingly familiar to North American college students during the past

Literacy Skills to Twelfth Grade Regular English Students.
PUB DATE- Jun 94
NOTE- 128p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cooperative Learning; English Instruction; *Grade 12; High Schools; High School Students; *Information Literacy; Public Schools; Research Papers (Students); *Research Skills; *Skill Development; Student Projects; Student Publications; Student Research; *Writing Assignments
IDENTIFIERS- Collaborative Writing; *Student Led Activities

A practicum project was developed and implemented to teach information retrieval literacy skills to Grade 12 regular English students in a public high school. The research skills that the students were learning by mastering the electronic information systems in the school media center were used to research a "real world" problem to be written up in a student newsletter. The target group of 105 regular English students (85 by the end of the project) included nonnative speakers. Project implementation strategies involved collaborative learning in heterogeneous groups--collaboration was on every level, from choosing the research topic to locating the information on the electronic retrieval system to mastering the skills of correct research report writing. Notes and drafts for the research projects and a journal entry by each student served as a check on the project. Students decided the newsletter format, spacing, and typesetting, and completed paste-ups of the prototype newsletter. When the newsletters were published, each group made a presentation of its "survival guide" newsletter to the whole class. Among recommendations for the future are: (1) skills for research writing and publishing should be mastered before the project begins; (2) project should be made available to the English department head for use and shared with the school media specialists; and (3) the county's newly adopted competency-based curriculum should include this project as an alternative to the traditional research report now required for 12th-grade classes. (Contains 30 references; appendixes include interviews, data, and surveys.) (NKA)

ED 371 390   CS 214 394

Stephens, Liz C.
The Four C's, Tradition, and the Workshop Approach.
PUB DATE- Aug 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; Elementary Secondary Education; *Reading Instruction; Reading Writing Relationship; Teacher Role; Theory Practice Relationship; *Workshops; *Writing Instruction

The hallmark of the reading/writing workshop approach is its flexibility--its accommodation to the unique creativity of every student and of every teacher across a landscape of unique and distinct classroom communities. From the collective works of leading proponents, the following principles for workshop teachers can be liberally abstracted: the reading/writing workshop teacher is a facilitator, mediator, and mentor; the teacher reads, writes, and learns with the students; reading and writing are not separate subdisciplines; and reading/writing workshop students are trusted to construct and

Elements.
PUB DATE- 24 Jun 94
NOTE- 22p.; Paper presented at the Annual Conference of the Visual Communication Association (8th, Feather River, CA, June 23-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Research; Higher Education; *Semiotics; Visual Literacy; *Visual Stimuli
IDENTIFIERS- *Trademarks; Visual Communication; Visual Design

A study used semiotics to examine the graphic elements within corporate trademarks. The trademarks from 247 "Fortune" 500 corporations were placed into 86 different categories of graphic elements intended to connote 14 different qualities. Subjects, 40 college students and 61 business professionals, evaluated 9 sets of 12 trademarks in terms of their intended meanings. Results indicated that in seven of the nine cases, the trademarks did connote their intended meanings. Findings suggest support for the premise that there are semantic meanings to visual phonemes. Findings also bolster the idea that the image is a valid design for communication studies. (Contains 39 references and 1 table of data.) (RS)

ED 371 409 CS 508 588

Daley, Elizabeth A.
Labor and the Mass Media: A Case Study and Survey of Secondary Literature. Working Paper Series.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Content Analysis; Higher Education; *Labor; *Mass Media Effects; *Mass Media Role; Media Research; Newspapers; Strikes
IDENTIFIERS- Columbus Dispatch; *Media Coverage; Research Suggestions; Teamsters Union

Predicated on the assumption that organized labor has long been misrepresented by the mass media, and bolstered by a literature review, a case study analyzed in detail labor news coverage from the "Columbus Dispatch" for the month of April 1994. A total of 37 articles were gathered that related to labor issues--articles on the ongoing nationwide Teamsters' strike were looked for in particular. Results indicated that, in general, coverage of labor issues was sparse, usually too brief and was buried inside the newspaper. The majority of the articles portrayed labor in a negative or biased manner, making no attempt to maintain a neutral tone. For those who study mass media effects and who subscribe to cultivation theory or the agenda-setting function of the media, labor in general, and the Teamsters in particular are getting more than what amounts to a "bad press." Unions are being left out of most Americans' "realities." Further research should consist of a more in-depth analysis, across a longer period of time than one month, and should also encompass television news coverage of labor. Findings suggest that labor unions should try to counteract their stereotypical images in the media, and that reporters need education about labor issues--forging links with university journalism departments might be worthwhile. True collaboration might open new opportunities for both labor and academics. (Contains 35 references and 1 table of data.) (NKA)

Policy Making.
PUB DATE- Sep 93
NOTE- 14p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Edinburgh, Scotland, United Kingdom, September 10-11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Decentralization; *Educational Policy; Elementary Secondary Education; *Federal State Relationship; Foreign Countries; Government Role; *Policy Formation; *Politics of Education; *State Boards of Education
IDENTIFIERS- *Australian Education Council

During the Perth meeting of the Australian Education Council (AEC) on July 1-2, 1993, policy making power shifted from the AEC to the states and from Labor to non-Labor ministers. Labor ministerial power directed public education through much of the 1980s, when the rhetoric of national partnership was all-pervasive. At the July conference, the non-Labor State Ministers of Education ambushed the AEC policy processes and reasserted their constitutional rights. A balkanization of powers occurred whose implications are only now being analyzed. This paper explores three questions. Why were many educational policy makers so ill prepared for and resentful of the ambush? Should learning communities and systems now foster educative forms of local governance and accountability to reconstruct policy legitimacy? Can a rhetoric of partnership in education too easily legitimate the distribution of power and make local educational managers insensitive and vulnerable to shifts in political context? State politicians and administrators are now moving to recapture the steerage of education policy, claiming states' rights. However, the "ambush" could provide the Commonwealth with an excuse to make further cuts in state education funding, reintroduce tied grants to exert leverage on states' policy making, or make tagged grants available directly to schools to undercut each state's power. A politically critical culture is needed in educational management to ensure that power distribution is regularly reviewed. (Contains 11 references.) (Author/MLH)

ED 371 430 EA 025 657

Leadership for Change.
PUB DATE- May 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Attitudes; *Educational Philosophy; Elementary Secondary Education; Field Instruction; Futures (of Society); Graduate Study; Higher Education; Management Development; *Resistance to Change; *School Restructuring; *State Action
IDENTIFIERS- Factory Model; Information Age; *New Hampshire

The United States is trying to prepare 21st century children with a 19th century, factory-model education system that measures educational quality more by input than by outcomes. Schools must be transformed to meet the needs of a technology-driven information society, producing citizens who can analyze, synthesize, and evaluate information and extrapolate its meaning. Fundamental changes in educational values and expectations will require new skills and perspectives, especially among school leaders. The greatest barriers to

Giving Ownership to the Board" (Margaret E. Curran). Section 4, titled "Catholic Identity," contains the following: (11) "Nurturing the Faith Life of Students Through a Developmental Religion Plan" (Sister Mary Barbara Loch); (12) "Value the Difference" (Sister Mary Pat Gavin); (13) "Community--A Garden of Faith" (Sister Mary Ann Hart and Sister M. Frederica Polanski); (14) "Service Projects: A Smorgasbord of Opportunity" (Cynthia Buser and Jeanine Fortunate); (15) "Stepping Stones to Staff Faith Development: The Principal as Facilitator" (Davlyn Duesterhaus and Margaret Purcell); (16) "Be My Rainbow in This Place: The Principal and Social Justice Issues in the Catholic Elementary School" (Sister Angela McCarthy); and (17) "Weaving a Value System Throughout a School Curriculum" (Sister Rosemary Fonck). Section 5, on diversity, contains: (18) "Gender Discrimination in the Catholic Elementary School Classroom" (Sister Carol Marie Wiatrek); (19) "Goodbye, Melting Pot!" (Sister Christine Kiley); (20) "The Multicultural Classroom: How Do We Bring Them Together?" (Margaret Sue Jungers); and (21) "Where in the World Is Multicultural Education in Your School?" (Sandra J. McGeough). (LMI)

ED 371 449 EA 025 866

Schargel, Franklin P.
Transforming Education through Total Quality Management: A Practitioner's Guide.
PUB DATE- 94
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Improvement; High Schools; *Organizational Change; *Organizational Climate; *Organizational Effectiveness; Participative Decision Making; Program Implementation; *Total Quality Management

This book illustrates how one school, George Westinghouse Vocational and Technical High School (Brooklyn, New York), has been applying the techniques of total quality management (TQM) to achieve educational change. Following the foreword and introduction, chapter 1 describes TQM, Deming's 14 points, and the challenges of applying TQM to education. Chapter 2 highlights the tools and techniques for implementing TQM in education, offering a description and procedures for each strategy. Background information on George Westinghouse High School is provided in the third chapter. The fourth chapter offers strategies for getting started. Chapters 5 through 8 describe ways to involve the staff, parents, students, and external customers. Sample surveys are included. Short-term results achieved at the school are described in chapter 9. Chapters 10 and 11 discuss future plans and the future of TQM for education. The final chapter examines the feasibility of using TQM, in light of current challenges in education. Appendices contain information on the school's vocational courses and contacts. Fifteen figures and two tables are included. (LMI)

ED 371 450 EA 025 873

Charter Schools. The Colorado Charter Schools Act of 1993: Information Packet.
PUB DATE- Sep 93
NOTE- 47p.

NOTE- 39p.; Paper presented at the Annual Council of Europe International Conference on Equal Advances in Education Management (Vienna, Austria, December 3-6, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Educational Administration; Elementary Secondary Education; Employment Opportunities; *Equal Opportunities (Jobs); *Females; Foreign Countries; Higher Education; Promotion (Occupational); Recruitment; *Sex Discrimination; *Women Administrators
IDENTIFIERS- *Australia

This paper explains the social and legal contexts that affect the status and employment of women in education in Australia. It examines data on women in educational management at all levels, with a focus on the tertiary sector. Methodology involved document analysis of the affirmative action plans submitted by 6 government school systems, 6 nongovernment school systems, 29 tertiary institutions, and 9 other organizations. Barriers to the entry of women into management positions and consequences of such barriers are identified. The effectiveness and efficiency of strategies being used to overcome these barriers are then discussed. These strategies include requiring commitment from senior administrators; implementing legislation; establishing quotas; eliminating sexist language and curriculum and sexual harassment; making institutions responsible for providing help in the domestic sphere; increasing visibility, mentoring, and networking; publicizing the advantages of women's management styles; providing appropriate education and training; overcoming recruitment and selection problems; engendering gender balance on committees; and using collective action. A conclusion is that employment outcomes for women in Australian education are far from satisfactory. Proactive affirmative action programs are necessary, not only to achieve gender equity in educational management, but to improve the quality of life and employment conditions for both men and women. Six figures and two tables are included. Appendices contain a list of respondents who submitted AA policies. (Contains 115 references.) (LMI)

ED 371 469 EA 025 914

Weiss, Joel; Coryell, Jane
Changing Times, Changing Minds: The Consultation Process in Considering Year-Round Schooling.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Foreign Countries; Organizational Change; *Participative Decision Making; *Policy Formation; *School Schedules; *Year Round Schools
IDENTIFIERS- *Ontario

A review of literature on year-round schooling (YRS) points to the necessity of participant involvement in the change process. This document focuses on the story of one Ontario school board's deliberations around modifying the school calendar. Following the introduction, part 1 provides a background of YRS, its claims and criticisms, and information on the

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Educational Opportunities; Elementary Secondary Education; Equal Education; Government Role; Nondiscriminatory Education; *Performance; State Action; *State Standards; *Student Educational Objectives

Opportunity-to-learn (OTL) standards respond to concerns that the use of new assessments based on more rigorous academic standards is unfair if some students lack the opportunity to learn what is measured on the assessments in the schools they attend. During 1992-93, the National Governors' Association (NGA) launched an effort to consider how states might define and use OTL standards at state and local levels. The NGA Task Force on Education solicited broad-based input through a national working group of policymakers, practitioners, researchers, and business leaders; a national hearing; a series of commissioned papers; and four state working groups. In August 1993, the task force proposed seven principles that emerged from their deliberations. This report presents their statement and discusses issues related to the development and implementation of OTL standards. Some concerns revolve around the definition of OTL standards, their purpose and use, stage at which they should be developed, and the appropriate federal role. The report highlights the different perspectives in the debate, reviews the state role, provides examples of state approaches (used by California, New York, South Carolina, and Vermont), and suggests next steps for state policymakers. Appendices contain references and lists of individuals providing oral and written testimony, and participants in NGA's national seminars and state working groups. (LMI)

ED 371 488   EA 025 949

Weiss, Kathryn
Standards for Student Performance.
PUB DATE- Mar 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Competency Based Education; Definitions; Economic Factors; *Educational Objectives; Educational Quality; Education Work Relationship; Elementary Secondary Education; Evaluation Criteria; Outcomes of Education; *State Action; Student Evaluation; Student Motivation
IDENTIFIERS- *Oregon; *Outcome Based Education

Many people believe that a lack of clear goals has limited the quality of education in America, where local school districts have traditionally been responsible for setting educational standards. Working in isolation, schools have failed to reach consensus on goals and standards, and teachers are hard-pressed to motivate students to achieve. The situation can alienate students, faculty, and the community, while shifting economic conditions demand a highly educated work force. In response, government officials are joining forces locally, regionally, and nationally to seek a common definition of educational standards for the 21st century. Two other factors are fueling and include a language arts core curriculum for grades K-6, a flowchart of the Individualized Education Program process, samples of Child Find procedures and prereferral assessment documents, information on English as a Second Language students, considerations in testing and sample evaluation forms, sample evaluation team reports, information on traumatic brain injury, normative data on speech production, and assessment needs for augmentative alternative communication devices. (Contains 22 references.) (JDD)

ED 371 506   EC 303 093

Managing Inappropriate Behavior in the Classroom. ERIC Digest #E408.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; *Classroom Techniques; Elementary Secondary Education; Intervention
IDENTIFIERS- *Behavior Management; ERIC Digests

This digest of information on classroom techniques for managing students with behavior problems highlights ways to prevent misbehavior; establish rules; increase student motivation for academic tasks; establish token economies; decrease unwanted behavior; evaluate the role of punishment; use timeout, extinction, or response cost; use group contingency methods; and follow general guidelines. Five print resources are listed as sources for further information. (JDD)

ED 371 507   EC 303 094

Severe Disabilities. ERIC Digest #311. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum; Definitions; *Educational Methods; Elementary Secondary Education; Intervention; *Severe Disabilities; Student Characteristics
IDENTIFIERS- ERIC Digests

This digest defines the term "severe disabilities"; lists some typical behavioral characteristics of individuals with severe disabilities, such as self-mutilation and lack of self-care skills; and outlines the educational implications of severe disabilities. The digest stresses the need for a multidisciplinary approach to education; the need for a curriculum grounded in preliminary sensory motor stimulation and subsequent stress on five major areas: motor, self-help, communication, social/interpersonal, and cognitive skills. Moreover, there is the need for prevocational/vocational training, leisure skills development, and daily living skills; and the need to carefully structure instruction in even the most basic skills as severely disabled individuals do not learn easily by incidental learning. A list of 11 references and 7 professionals responsible for designing and implementing individualized early intervention programs for infants, toddlers, and preschoolers with special needs. Part I provides an introduction to the purpose and characteristics of a comprehensive, multidisciplinary assessment. Part II discusses basic considerations that should be given to: the examining situation, making qualitative observations of behavior, cultural diversity, the assessment of infants and young children (those with sensory or physical impairments) who require adaptation of materials or instruments, and family involvement in the assessment process. The stages in the assessment process are addressed in Part III. Normative and curriculum-based assessments are discussed, with examples of each type and recommendations for their use. Ecological and environmental assessments are considered, as are direct observation and informal assessment procedures. Program evaluation is also addressed. Part IV looks at assessment within key developmental domains including cognition, language, social-emotional, gross-motor and fine-motor skills, and self-help capabilities. Appendices list selected infant and preschool assessments and addresses of publishing companies. Individual chapters contain references. (DB)

ED 371 526   EC 303 113

Boren, Susan
Education of the Gifted and Talented Reauthorization Fact Sheet.
PUB DATE- 14 Feb 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Demonstration Programs; Elementary Secondary Education; Expenditures; *Federal Aid; *Federal Legislation; *Gifted; Instructional Student Costs; Mainstreaming; Program Costs; Special Programs; *Talent
IDENTIFIERS- *Elementary Secondary Education Act Title IV B; National Center for Res Dev Gifted Talented Child

This fact sheet summarizes issues involved in the reauthorization of the Jacob K. Javits Gifted and Talented Students Education Act of 1988, Title IV-B, Elementary and Secondary Education Act. This Act provides grants for research and demonstration projects and training activities to meet the needs of gifted and talented students. The Javits program has served over 2 million gifted and talented students through 75 discretionary projects and also funds the National Center for Research and Development in the Education of Gifted and Talented Children and Youth. A Federal government report is cited indicating that only two cents of every $100 spent on K-12 education in 1990 supported special opportunities for gifted students, and recommending that the definition of "gifted" be broadened and that effective programs be expanded into regular school programs. Specific reauthorization issues addressed include: whether to focus on equal education or on excellence for the few; reauthorization of the National Center for Gifted Research; and continuation of discretionary grants for model projects serving only gifted and talented students. Specific appropriation figures for fiscal years 1989 through 1995 (proposed) are listed. (DB)

ED 371 527   EC 303 114

Ellis, Ethan B., Ed.
Inclusive Education.

women indicated that these women experienced satisfaction in carrying out research, publishing, and artistic and engineering production, while at the same time maintaining a healthy feeling of equality in a career path. Patterns of career growth indicated inconsistent vertical development in a number of cases, the importance of mentors in the work place, pressures to conform to stereotypical female roles, and particularly, if married, in carrying out household responsibilities. Respondents reported "being a female" was as important to them as work recognition and contributing to the welfare of others. Among conclusions were the following: mothers' expectations for their daughters were a significant factor in daughter success; over half felt that luck had played a major role in their success; and many successful women decided not to have children and those who did have children usually hired full time help. (Contains 23 references.) (Author/DB)

ED 371 547 EC 303 135

Lupart, Judy
Gifted, Special and Inclusive Education: Past, Present and Future Promise.
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Gifted; *Mainstreaming; Regular and Special Education Relationship; School Restructuring; Social Integration; Special Education; *Trend Analysis
IDENTIFIERS- *Canada; Diversity (Student); Inclusive Schools; Teacher Collaboration

Critical changes in gifted education over the past century have included establishment of a credible research data base, an expanded definition of giftedness, and expansion of gifted programming to serve a greater number and diversity of students. The traditional special education approach to gifted education is a static, one-way process and has demonstrated specific problems for gifted education in the areas of identification, programming, and categorical confusion. Gifted education in Canada is being heavily impacted by such broad-based movements as the regular education initiative, inclusive education, and school restructuring. Ideally, in the inclusive school, instructional provisions are individualized and student-centered. Student diversity is celebrated, and teachers and related professionals develop cooperative and collaborative relationships. (Contains 13 references.) (DB)

ED 371 548 EC 303 136

Mendaglio, Sal; Tillier, William
Feeling Bad Can Be Good: Using Dabrowski's Theory To Reframe Gifted Children's Adjustment Difficulties.
PUB DATE- Sep 92
NOTE- 8p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Psychology; *Counseling Theories;

follow each reading selection. The holidays include: New Year's Day, Martin Luther King's Birthday; Valentine's Day, Presidents' Day; St. Patrick's Day; Mother's Day; Memorial Day; Father's Day; Independence Day; Labor Day; Columbus Day; Halloween; Veterans Day; Election Day; Thanksgiving; Christmas; and birthday. Suggested teaching techniques, an answer key, and a key word index are appended. (MSE)

ED 371 568   FL 021 961

Zelman, Nancy Ellen
Conversation Inspirations for ESL. Supplementary Materials Handbook Three.
PUB DATE- 86
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Class Activities; Classroom Techniques; Conversational Language Courses; *Daily Living Skills; Educational Strategies; *English (Second Language); Error Correction; *Intercultural Communication; *Interpersonal Communication; Interviews; *Problem Solving; Questioning Techniques; Second Language Instruction

The book provides over 1,200 conversation topics for English-as-a-Second-Language (ESL) instruction, grouped into six kinds of conversation activities. An introductory chapter describes the monitored conversation procedure, a classroom technique for recognizing language usage errors and reinforcing the correct form or vocabulary item. Subsequent chapters contain the six types of classroom conversation activity, described in some detail, with a list of recommended conversation topics for that activity type. The activities include: role-plays; interviews; chain stories; talks (self-expression, personal narrative); problem-solving; and discussion. A method for teachers to use in organizing activities and keeping records is also outlined. (MSE)

ED 371 569   FL 021 965

Duncan, Janie
Technology Assisted Teaching Techniques. Resource Handbook Number 5.
PUB DATE- 87
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; Computer Assisted Instruction; *Educational Technology; *Language Laboratories; Microcomputers; Music Activities; *Projection Equipment; Second Language Instruction; *Second Languages; Tape Recordings; *Telephone Usage Instruction; Videotape Recordings

TThe handbook presents a variety of second language teaching techniques, some old and some new, for use with technological equipment. Each chapter focuses on a specific piece of equipment or technology, or in some cases, two technologies that share some characteristics and can be used similarly. Each chapter begins with a brief description of the technology, its attributes and capabilities, and some general suggestions for use. Then three to five techniques designed to exploit that technology's characteristics are offered. For each technique,

PUB TYPE- Reports Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Career Development; Career Ladders; Comparative Analysis; Creativity; Educational Practices; Employment Practices; *Engineers; Foreign Countries; Higher Education; *Skill Development; *Socialization; *Vocational Education
IDENTIFIERS- *France; *Japan

A comparison of the socialization and skill development of engineers in France and Japan reveals clear differences in the education/training, status, and professional/career development of engineers in the two countries. In France, engineers complete more than 5 years of initial training after the baccalaureate degree and subsequent entry into higher education, whereas most Japanese engineers complete 4 years of training. Within the engineering profession in both countries, there is a definite hierarchy of engineers that is based on the academic strength of the educational institutions at which they received their training. In France, engineers' status is clearly defined by their title; there is no formal recognition of the title of engineer as a prerequisite for entering companies in Japan. French companies recruit engineers according to their individual needs, whereas Japanese companies systematically recruit a certain number of engineers each year regardless of their specific or immediate needs. French engineers enter companies with recognized skills; entry-level Japanese engineers acquire professional status through on-the-job training. Individual strategies play a much bigger role in engineers' career advancement in France than in Japan. Japanese engineers work largely in groups, whereas French engineers tend to become confined to their own territory. (MN)

ED 371 115   CE 066 000

Leigh, Duane E.
Retraining Displaced Workers: The US Experience. Training Policy Study No. 1.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Programs; Demonstration Programs; *Dislocated Workers; Federal Legislation; *Federal Programs; *On the Job Training; Private Sector; Program Development; *Program Effectiveness; Program Evaluation; *Retraining; School Business Relationship; *State Programs; Vocational Education
IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982

The federal government's experience with adult retraining programs began in 1962 with the passage of the Manpower Development and Training Act and creation of the Trade Adjustment Assistance program. When the 1973 Comprehensive Employment and Training Act expired in 1982, Congress enacted the Job Training Partnership Act. During the 1980s, states developed programs to fill the market gap between perceived need and federally funded services. Evaluation evidence was available for five government-sponsored programs targeted to displaced workers and one program for disadvantaged workers that distinguished the impact of classroom training from that of on-the-job training. Private sector employers made more substantial investments in training programs as shown by private sector retraining programs primarily directed to workers at risk of being displaced from their jobs. Evidence indicators) derived from the Perkins Act. The instruments were sent to all education agencies in Iowa eligible to receive Perkins Act funds. Responses were received from 350 school districts, 15 community colleges, and 1 area educational agency. A ranking technique that established a priority order for the 12 criteria was developed and used to analyze the responses. A generally high degree of agreement between the original qualitative and new quantitative assessments was found. Linkage between secondary and postsecondary institutions emerged as the highest priority need in both needs assessments. Increased integration of academic and vocational education, which was cited as a priority need in the original assessment, was included in the new assessment as an indicator only under the criterion "integration of academic and vocational education and service to special populations." (A ranked list of the 12 criteria is included.) (MN)

ED 371 134 CE 066 502

A Handbook for Coordinators and Teachers of 75 Hour Nurse Aide Course. Revised.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.
PUB DATE- Jul 93
NOTE- 420p.; For the 1989 edition of the curriculum, see ED 342 987.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Course Content; Curriculum Guides; Job Skills; *Medical Services; *Nurses Aides; Nutrition; Patients; Postsecondary Education; Secondary Education; Statewide Planning; Student Evaluation; Teaching Guides
IDENTIFIERS- Iowa

This document consists of revised editions of both a handbook for coordinators and teachers of a 75-hour nurse aide course and the nurse aide curriculum itself. The handbook's stated purpose is to assist health coordinators in community colleges and secondary health occupations instructors to offer the course. Introductory materials include overview, teacher requirements, source for course materials and tests, source of information for offering a high school program, information on teacher training, and list of approved teacher trainer trainers. Other contents include general information about testing, written/oral and skills test plans, instructions for test administration, application for test, and selected guidelines for course/competency test. The curriculum guide begins with a course description and information on teaching methods, clinical requirements, student evaluation, and credentialing. A list of competencies, criteria for assessment of student achievement, and a list of outcomes and assessment type follow. Each of six units begins with an overview that is followed by an outline that details objectives, related content, and teaching method. Topics include introduction to the role of the nurse aide; working environment; personal care of resident; nutrition; routine medical care; and care of residents with specialized problems. Thirty-three skills checklists, summary sheet of skills checklists, and clinical evaluation form are appended. (YLB)

ED 371 135 CE 066 503

and theoretical training, has proved successful and has been recommended for managerial staff in other East and Central European countries. (MN)

ED 371 153   CE 066 598

Stevens, Paul
Career Development Support in Organisations. First Edition.
PUB DATE- 93
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Career Counseling; *Career Development; Career Education; *Career Information Systems; *Career Planning; Computer Software; Counseling Techniques; *Employer Employee Relationship; Evaluation; Foreign Countries; Labor Force Development; Mentors; Online Systems; Program Evaluation; Services; *Systems Approach; Workbooks; Workshops
IDENTIFIERS- *Australia; Job Coaches

This book examines career development (CD) support in organizations and presents guidelines for provision of CD activities by employers. The following topics are discussed: career management (the changing work environment, the employer's role, shared responsibility, CD principles, CD theory, and understanding CD support); career support systems (first steps, targeting CD efforts, employees' concerns, the need for a model, resources for organizations, CD support techniques, and reductions in force); career counseling (employer involvement, counseling in practice, counseling client management, and supporting the client); coaching and mentoring (bosses as coaches rather than counselors, the value and art of mentoring, and employer-initiated mentor programs); workshops and workbooks (types of CD workshops, workshop content, workbooks, and custom-designed workbooks); software, assessment, and resource centers (career information, computer-based career support, computer-based guidance system and career information delivery system software, evaluation of career software, career assessment instruments, career support staff resources, and innovative services); and career systems evaluation (CD program and mentoring program measurement and career program, career support staff, workshop, and resource center evaluation). The bibliography lists 109 references. (MN)

ED 371 154   CE 066 602

Working for Industry. An Introduction to Workplace Assessment and the National Qualifications Framework.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Certification; Educational Policy; Educational Practices; Employment Qualifications; *Evaluation Methods; Foreign Countries; *Personnel Evaluation; Postsecondary Education; Prior Learning; School Business Relationship; Secondary Education; *Standards; *Vocational Education
IDENTIFIERS- *National Qualifications Framework (New Zealand); *New Zealand

This booklet explains the operation of New Zealand's National policies on home-school relations and parental roles in education, mothers' experiences of maternal authority in relation to young children, and mothers' and teachers' negotiations over their children. Examined in the next three chapters are the following: contradictory notions of women's family-based lives that have been incorporated into public policy agendas, boundaries between the notions of university education and the "university of life" identified in a study of mature female students at higher education institutions in southeastern England, mothers' attitude toward and experience of higher education and their views regarding its importance for their own children's experiences and education. The concluding chapter reiterates the importance of including mothers' ways of understanding and interpreting the world into public policy agendas. A 238-item bibliography is included. (MN)

ED 371 173 CE 066 643

Ballara, Marcela
Women and Literacy. Women and World Development Series.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Reading Programs; *Educational Needs; *Females; Feminization of Poverty; Foreign Countries; Global Approach; *Illiteracy; Instructional Materials; International Cooperation; *Literacy Education; Material Development; Needs Assessment; *Outcomes of Education; Program Development; Rural Areas; Sex Differences; Urban Areas; *Womens Education
IDENTIFIERS- Post Literacy Programs

This book examines the connection between poverty and illiteracy among women in a global context and presents guidelines for developing literacy activities for women. The following topics are covered: defining literacy (negative effects of illiteracy and literacy programs for women); global context (literacy gap, gender disparities, urban/rural disparities, the age factor, illiteracy in industrialized countries, and illiteracy's effects on women); the legacy of female illiteracy (obstacles to literacy, motivation and literacy, women and development and the labor force, and literacy and sustainable development); international responses to illiteracy among women (International Literacy Year 1990, the World Conference on Education for All, and the role of non-governmental organizations in addressing the problem); successful literacy projects (the time factor, language choice, and selection and training of personnel, and achieving success); literacy's impact on women's rights, health, environmental protection, agriculture and fishing, children's school performance, and female employment; program development (assessing women's needs, preparing literacy programs, and planning literacy projects); and producing written material (basic principles of adult education, planning and preparing teaching materials, and developing post-literacy materials). Appended are a series of questions and answers about literacy education for women and a list of 60 pertinent organizations. Contains 110 references. (MN)

ED 371 174 CE 066 644

Bonham, Charlene, Ed.; Duckett, Jasmine, Ed.

completion and dropout is discussed on the basis of empirical studies. The last two sections refer briefly to research on open university work, its organization in open universities, and the expected development of independent open universities as well as of parallel work more closely related to the mainstream of university education. Appendixes list 32 references and 8 suggestions for further reading. (YLB)

ED 371 191 CE 066 675

Boesel, David; McFarland, Laurel
National Assessment of Vocational Education. Final Report to Congress. Volume I. Summary and Recommendations.
PUB DATE- Jul 94
NOTE- 71p.; For the interim report, see ED 369 929; for other volumes in this series, see CE 066 676-679.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disabilities; *Educational Assessment; Educational Change; Educational Development; Educational Legislation; *Federal Legislation; Models; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Role of Education; Secondary Education; Special Needs Students; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This document, the first of five volumes that comprise the final report of the National Assessment of Vocational Education contains a policy statement by the Advisory Panel and a summary and recommendations. "The Future of Perkins--A Policy Statement" (Laurel McFarland) outlines three principles that the next Perkins Act should develop: the federal government should have a new role in supporting vocational education--fostering a truly comprehensive system of preparation for work; Perkins should become the principal vehicle for connecting skill standards and vocational education; and institutions and states should be held accountable for disadvantaged and special populations meeting skill standards. "Summary and Recommendations of the National Education" (David Boesel) has three parts. The first briefly discusses the condition of vocational education in secondary schools and nonbaccalaureate postsecondary institutions. The second part addresses questions posed in the Perkins mandate and issues related to those questions. It examines various aspects of program quality in vocational education, program improvement, equity issues related to special populations, and funding and administrative issues specified in the legislation. Recommendations based on the evidence in the report are made. The third section discusses some implications of the findings and suggests a model of occupational education consistent with them. Twenty-eight endnotes are appended. (YLB)

ED 371 192 CE 066 676

Boesel, David; And Others
National Assessment of Vocational Education. Final Report to Congress. Volume II. Participation in and Quality of Vocational Education.
PUB DATE- Jul 94
NOTE- 216p.; For the interim report, see ED 369 929; for other volumes in this series, see CE 066 675-679.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

participation to boost attendance. (Appended are tables and charts detailing STOU's enrollment, administrative structure, and distance education plan.) (MN)

ED 371 210   CE 066 704

Heron, John
Group Facilitation: Theories and Models for Practice.
PUB DATE- 93
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Experiential Learning; Group Dynamics; Group Instruction; *Holistic Approach; Leadership; Leadership Training; *Management Development; Models; *Peer Evaluation; Personnel Management; Social Support Groups; *Supervisory Methods; *Teamwork; Training Methods
IDENTIFIERS- *Facilitators (Personnel Development)

This book presents a model according to which group facilitation is the use of three forms of power applied to six dimensions of the learning process. Chapter 1 introduces the model of facilitator authority as tutelary, political, and charismatic in relation to both autonomy and holism in learning. In chapter 2, the notion of charismatic authority is defined as a combination of personal presence and power, and a theoretical model of charismatic training for facilitators is presented along with field-tested training exercises. Discussed in chapter 3 are several basic principles of holistic learning and a model for using experiential learning in the mastery of specific subjects/skills. Chapter 4 outlines a systems theory model of the whole person as a nexus of internal and external relations, and chapter 5 illustrates how viewing/practicing management as facilitation of personal development in the workplace results in increased self- and peer determination within work teams. Described in chapter 6 are the stages of the peer review audit as a supervisory method. Chapter 7 continues the theme of self- and peer determination and action inquiry in groups by describing a broad range of peer supervision strategies that are less formalized than the peer review audit. (Contains 80 references.) (MN)

ED 371 211   CE 066 706

Edwards, Rosalind
Mature Women Students: Separating or Connecting Family and Education. Gender and Society: Feminist Perspectives on the Past and Present Series.
PUB DATE- 93
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Students; *Family Life; *Family Work Relationship; *Females; Foreign Countries; Higher Education; *Nontraditional Students; Role Conflict; School Attitudes; *Student School Relationship; *Womens Education
IDENTIFIERS- *United Kingdom

Thirty-one mature women students of different races and social classes were interviewed during the years 1988 and 1989 to determine how they separate and/or connect family and education. The women were interviewed either at the beginning and end of their first year of study, the beginning and end of their third year of study, or after they had graduated. The intended to support curriculum managers who are currently implementing the various post-16 qualification systems for students within further education. The publication is divided into two sections. Section 1 analyzes the role of assessment within corporate colleges and synthesizes the issues the colleges are confronting. Section 2 describes the student assessment requirements within the National Curriculum and GCSE (General Certificate of Secondary Education) A level and AS examinations, National Vocational Qualifications and General NVQs. Summary charts on each system and a list of 18 information sources are included. (KC)

ED 371 229 CE 066 762

Health Care Assisting Lesson Planning Guide for Long-Term Care Aide Certification. South Carolina Health Occupations Education.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aging (Individuals); *Allied Health Occupations Education; Behavioral Objectives; *Competency Based Education; Evaluation Criteria; Learning Activities; Lesson Plans; *Long Term Care; Medical Services; *Minimum Competencies; *Nurses Aides; Older Adults; Records (Forms); Secondary Education; State Curriculum Guides; State Standards; Student Certification; *Student Evaluation
IDENTIFIERS- *South Carolina

This document consists of 13 competency outlines/lesson plans that have been developed for use in preparing students for certification as long-term care aides through South Carolina's health occupations education program. The following competencies are covered in the individual lessons: identify the function and responsibilities of nurses aides; identify and demonstrate communication skills; describe myths, ageism, and residents' rights; define and discuss death, dying, grieving, and spirituality; discuss mental health, social services, and activity needs; describe normal physiological changes in the elderly; identify and discuss safety precautions; demonstrate infection control; identify and discuss nutritional needs; define and demonstrate the principles of body mechanics; discuss basic restorative services; discuss and demonstrate the principles of measuring and recording intake and output; and demonstrate personal care skills for patients. Included in each lesson plan are the following: unit title, competency statement, performance objective, lists of basic skills covered and basic skills objectives, instructional activities, required instructional materials/resources, and evaluation methods/criteria. Appended are a clinical competency evaluation form, list of required laboratory equipment/supplies, and bibliography. (MN)

ED 371 230 CE 066 763

South Carolina Guide for Industrial Technology Education.
PUB DATE- 94
NOTE- 495p.; For an earlier version, see ED 313 521.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communications; *Competency

DESCRIPTORS- *Aggression; Battered Women; Child Abuse; Emotional Response; Family Violence; *Females; Rape; Victims of Crime; *Violence

In the primary article, the societal norms that encourage violence against women are reviewed, from both the current and historical viewpoints. Violence in all its forms when used on adolescent women is a contributing factor in many other problems. Both young men and young women learn stereotypes and misinformation about women provoking violence through their behavior and fail to realize the issue is power over women. These stereotypes are learned, and schools can play a part in education for nonviolence. A number of techniques are suggested, including teaching gender equity, violence prevention, conflict resolution, health education, and peer leadership. These should be supplemented with staff training, curriculum integration, parent involvement, support services for both male and female victims, and rehabilitation and disciplinary programs. A secondary article in the digest, "Conference on Sexual Violence and Adolescents Highlights Need for Treatment and Intervention," by Michele Caterina, reports on a Massachusetts conference -- Sexual Assault and Adolescents: A Hidden Epidemic. The conference dealt with four topics: (1) the limits violence imposes on victims; (2) abused people often become abusers; (3) widespread societal violence; and (4) males are raised to expect power and be aggressive. Underlying these topics is the theme that stereotypes which portray violence against women as normal are apparent throughout American society. Adolescents are susceptible to these stereotypes, especially if they see them in their own lives or in the media. (KM)

ED 371 249   CG 025 381

Flansburg, Sundra
Building a Self: Teenaged Girls and Issues of Self-Esteem.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Ethnic Groups; Family Attitudes; *Females; Schools; *Self Esteem; Sex Role; Sex Stereotypes; Sexual Identity

This newsletter summarizes the current state of understanding about self-esteem in teenaged girls. It notes that self-esteem is a concept that is difficult to define and to measure. Current research indicates that self-esteem is composed of many factors; however, a reasonable functional definition is the value a person places on herself or himself. Some experts study cultural expectations, since different cultural expectations affect self-esteem, whether the definition is based on racial or ethnic identity, sexual identity, or disabilities. Other researchers look at the influence of schools and education, or sexuality, health issues, math and science ability, or sports. The important role families and schools play in allowing young women to achieve a positive level of self-esteem also is discussed. A strong adult role model in a nonexploitative relationship is important. Other major influences are schools (academic connectedness), spiritual connectedness, and low family stress levels. Suggestions for further research are given. These include further study of multicultural issues, differing life experiences (including issues of women's role in school counseling as a distinct profession, a lack of well-defined school-counselor roles, a burdensome amount of routine administrative assignments, and a very high counselor-student ratio. School counselors need to take steps to empower themselves. They will take a more central place in schools by claiming professional credibility, asserting their significance, and taking a more proactive role in their jobs. The Proactive Model of School Counseling presented here encourages counselors to widen their horizons, not only being responsive to the students seeking counseling on their own, but also reaching out to all students systematically, for the implementation of concrete agendas. The Proactive Model emphasizes the conceptual, operational, evaluative, public relations, and personal development of student counselors. These components are sequenced, interrelated, and precede one another in significance during implementation. Each component is discussed and suggestions for implementation given. (CC)

ED 371 268 CG 025 486

Furlong, Michael; And Others
School Psychologists Respond to School Violence: A National Survey.
PUB DATE- 5 Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; Educational Environment; Elementary School Students; Elementary Secondary Education; School Counselors; *School Psychologists; *School Security; Secondary School Students; *Violence

Increased concern about school violence in recent years has been associated with proposed changes in educational public policy. This paper presents the results of a national study that asked NASP members about their personal and professional experiences with school violence. The questionnaire was modeled after instruments created in California for teachers and was modified to address the training and service delivery of school psychologists. The study group consisted of field-based school psychologists (N=121) who gave their perceptions of campus violence. The majority of the psychologists (64.1 percent) reported little or no worry about their personal safety at school while 11.9 percent reported worrying about their personal safety at school weekly or daily. When researchers divided the 19 violent incidents on the questionnaire into less serious and more serious categories, results showed that school psychologists who believe that they have a violence problem on their campuses reported a much higher occurrence of the 10 severe incidents than psychologists who felt they had no violence problem. Some 45.3 percent of psychologists reported feeling unprepared, at some level, to address school violence on their campuses. Six recommended ways that schools and psychologists can address violence at their schools are listed. Four graphs give response percentages. (RJM)

ED 371 269 CG 025 495

Nejedlo, Bob
Vision and Vocation in School Counseling.
PUB DATE- 18 Sep 92

of obtaining an adequate sample, the relationship between sexualized harassment and climate factors was impossible to determine. (MSF)

ED 371 288 CG 025 590

O'Connor, Nancy
How To Grow Up when You're Grown Up: Achieving Balance in Adulthood.
PUB DATE- 94
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Emotional Development; Individual Characteristics; *Individual Counseling; *Individual Psychology; Intellectual Development; *Personality Assessment; *Personality Development; Self Actualization; *Self Evaluation (Individuals); Self Help Programs

The thesis of this self-help book is that four personality aspects (physical, emotional, intellectual, and spiritual) must be balanced if individuals are to become adults. Because each person is an individual personality that is out of balance in some way, growth is a life-long process. The initial 2 chapters, Growth And Growing Up, define what it means to grow up and delineate each of the four personality aspects, ending with a questionnaire to help the reader assess his or her status as an adult. The following four sections, Parts Two through Five (14 chapters), deal specifically with each of the four personality aspects, breaking each down into its significant qualities, identifying the issues commonly associated with that aspect, and offering techniques for achieving growth in it. Part 6, Getting It All Together (3 chapters), lists some universal truths, encourages the reader to begin seeing his or her life holistically and to embark on a consciously-structured plan of growth, and ends with some thoughts on the present spiritual condition of the world and the possibility of wholeness for the entire planet. (MSF)

ED 371 289 CG 025 591

Rawls, Annette; And Others
Self-Reported Sexual Behavior in College Students.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Behavior; *College Students; Higher Education; Intimacy; *Pornography; Questionnaires; Sex Differences; *Sexuality
IDENTIFIERS- Condoms; Safe Sex Practices; Sexual Relationships; *Sexual Satisfaction

The purpose of this study was to determine the actual behaviors or problems which college students are experiencing, as opposed to their general attitudes concerning sexuality. The study surveys sexual behavior in college students, including usage of sexual enhancements (such as pornography, provocative dress, and sadomasochism), "safe sex" practices, HIV awareness, and reported experience of sexual dysfunction. A confidential questionnaire composed of author-devised questions and an interactive satellite telecommunications network. Instead of taking the standard view that students who are considered "at-risk" are deficient or unprepared for school, the Galaxy Classroom staff believes that the present education system is unable or unwilling to meet the needs of all students. The Galaxy Classroom philosophy starts from the premise that all students come to school with strengths that will enable them to become proficient learners. Moving away from the traditional transmission-of-knowledge, subject-centered curriculum, the Galaxy Classroom adopted a constructivist, child-centered approach which is organized around themes. Galaxy's language arts curriculum for grades 3-5 makes children's literature--and the children themselves--the central focus of the program. This vision for meaningful learning is built on the concept of empowering students by providing them with opportunities to debate issues, share ideas, compare information, and work on collaborative projects with children across the country. (RS)

ED 371 309   CS 011 738

Oldfather, Penny
Spinning Plates or Launching Ships? Outcomes of Motivation for Literacy Learning.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Literacy; Longitudinal Studies; Program Descriptions; *Student Motivation
IDENTIFIERS- Collaborative Research; *Meaningfulness; *Student Empowerment

Drawing from examples from a longitudinal study of students' perceptions of their own purposes in learning, this paper examines outcomes of an emancipatory view of intrinsic motivation for literacy learning that centers on a view of the "learner as agent in the construction of meaning." The paper traces the development of students' experiences of epistemological empowerment--the sense of intellectual agency and ability to know that emerges from a strong sense of the integrity of an individual's processes of constructing meaning. Students collaborated as researchers in the investigation as they moved through elementary, junior high, and high school contexts. Contains 17 references and 2 notes. (Author/RS)

ED 371 310   CS 011 739

Jones, M. Gail; Carter, Glenda
Verbal and Non-Verbal Behavior of Ability-Grouped Dyads.
PUB DATE- Mar 94
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Classroom Communication; Cognitive Processes; Communication Research; Grade 5; Intermediate Grades; *Interpersonal Communication; Low

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Educational Games; Elementary Secondary Education; *Individualized Instruction; *Language Experience Approach; Learning Problems; *Reading Comprehension; Reading Interests; Remedial Programs; *Remedial Reading; *Student Motivation; *Study Skills
IDENTIFIERS- *CONSULT I Computer Program

This handbook offers suggestions for implementing actions (termed variously in other settings as treatments, interventions, methods, techniques, strategies or activities) recommended for individual learners by CONSULT-I (R), a computer program created by James Fattu and Edward Patrick. Application of the program described in the handbook was under development at the Reading Practicum Center at Indiana University beginning in 1983. Suitable for learners of all ages, the recommendations in the booklet are especially tailored for K-12 learners and should be used to build a remedial language program based on a particular learner's characteristics, needs, and interests. Many of the actions described in the booklet appear in more than one category. Sections of the booklet are: Comprehension; Functional Language; Games; Interest; Language Experience; Motivation; Self-Concept Module; and Study Skills. Contains 14 references. Sample Informal Interest Inventories for grades 1-6, 7-12, and for adults are attached. (RS)

ED 371 330 CS 011 759

Silva, Peggy; McNevin, Wenda
UNESCO's Mobilizing Project To Combat Illiteracy: Igniting the Spirit of Exchange.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Community Involvement; Cultural Context; *Demonstration Programs; Elementary Education; Foreign Countries; *Illiteracy; Instructional Innovation; Program Descriptions; *Program Effectiveness; *Rural Education; Teaching Methods
IDENTIFIERS- UNESCO

Focusing on programs that successfully expanded primary education in rural areas and among young girls, this report describes a mobilizing project that assisted six local programs in documenting and disseminating their methods. The report discusses the six successful projects: (1) the PROPEL project in Pune, India; (2) the 900 Schools Project in Chile; (3) the Joint Initiative Project in Ganzu province, China; (4) a program to reform Quranic schools in Sudan; (5) a program to mobilize community resources for village schools in Senegal; and (6) programs to educate street children worldwide. The report then discusses how the mobilizing project assisted the individual programs to document their success and to disseminate information through workshops. The report also discusses some elements common to all programs: new teaching methods, adapting to local culture, and a community commitment to education. The report concludes that the mobilizing project has ignited the spirit of cooperation among communities and has provided initial models for success. Contains 19 references. (RS)

ED 371 331 CS 011 760

a consistent separation of candidates who achieved different final Standard Grade awards. (Contains two tables and one figure of data.) (RS)

ED 371 351 CS 214 347

Curren, Erik D.
Teaching, Reading Graduate Student Writing, and Other Waste of Time Activities.
PUB DATE- Dec 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; *Educational Environment; English Departments; *Graduate Students; *Humanities; *Publish or Perish Issue; Research; Student Alienation; *Teaching Conditions
IDENTIFIERS- *Professional Concerns

Ever since the publish-or-perish era began sometime ago, academics in the humanities have experienced a widening gap between their two primary obligations, teaching and research. Bad enough for tenure-track junior faculty, the tension between the demands of writing, delivering, and publishing papers is even worse for graduate students because of their special, tenuous position in the academy. Their academic work does not suit itself to teaching undergraduates, often because of its esoteric nature and language. Furthermore, recent budget cuts and the competitive nature of the job market have bred self-loathing, loathing of other graduate students, and alienation or solipsism. The negative consequences for both graduate education and graduate student teaching in this atmosphere of scarcity cannot be overstated. The clandestine attempt by literature graduate students to turn composition courses into the literature or theory courses they want to teach is not a solution to graduate student alienation. There are, however, several other possible solutions. The graduate student: (1) should try to see other graduate students as potentially helpful colleagues rather than contemptible versions of the worst parts of him- or herself; (2) should share his or her work with other graduate students, thereby recognizing the legitimacy of other readers besides those on the dissertation committee; and (3) should write for a general audience as a public critic, that is, a critic who writes for and about the general public. (TB)

ED 371 352 CS 214 354

Sladky, Paul
Why We Need To Publish Student Writers.
PUB DATE- Mar 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *College Freshmen; *Freshman

decade, largely through their inclusion on feminist reading lists. Because the pedagogical value of these texts lies in their presumed ability to speak for African women, the texts are to greater or lesser degrees decontextualized from the material circumstances of production. Rather, they are interrogated with apparently oppositional questions. In identity-based questions, the African woman presumably defined by such questions is, according to Michelle Rosaldo, an image of "ourselves undressed." This exposes the author, cast in the role of spokesperson for the African Woman, to interrogations about her own authenticity. Conversely, another range of questions deconstructs identity-based assumptions and ultimately resists the imperialist politics of representation and authenticity. Both approaches attempt to keep cultural assumptions: both attribute a primal illiteracy to the speakers of "mother tongues" and assume that deconstructive literacy is deployed only in western languages. To use any text as a bridge between academics and African women, it is necessary to be attentive to what degree the factors that shape western notions of literacy are operative in Africa. Such considerations as the traditional privileging of written over oral narrative and culturally encoded interpretive reading practices have crucial implications for the way texts written by women African writers are "consumed" in western classrooms as cultural products. (SAM)

ED 371 370   CS 214 374

Sommers, Elizabeth
Women Collaborators: Breaking the Rules and Learning How To Win.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Communication Problems; Communication Research; Higher Education; Peer Evaluation; Sex Differences; *Sex Role; Student Participation; *Teacher Role; Undergraduate Students; *Writing Evaluation; *Writing Instruction; Writing Research
IDENTIFIERS- *Communication Behavior

Changing from a teacher-centered to a student-centered approach and trying to use the principles of critical pedagogy are not enough to teach writing--both male and female students need to go beyond prescribed gender roles and social roles. Some women students in peer response groups act as though they have composed a secret etiquette guide: they tend to give everybody a chance to speak; they express their ideas without interrupting one another; they do not give much elaborated response; and they reach premature closure. Even after students had received careful training and the teacher was removed from the center stage, both male and female students began their work in peer response groups by relying on the communication patterns they have been socialized to use. However, some women students are talkative, involved, and supportive. A case study of one such student indicated that she set the stage for the group, controlled the group process and turn-taking, listened to responses and actively responded to them, and included her real emotional reaction as a legitimate part of the group. Ways in which writing teachers can help all students in response groups include: make subtexts explicit; encourage metalinguistic awareness; put timid women in more supportive direct their own learning. The traditional approach to instruction can be reduced to a brief analysis of four "C's": a canon of privileged works of literature; a curriculum which is clearly defined and carefully structured; classification of students according to whether they achieved the skills; and teacher as conductor of an orchestra, overseeing the transmission of knowledge to students. Generalized features of the workshop approach can be loosely classified under four more "C's": choice, allowing students to choose what to read and how to interpret it; collaboration, the sharing of responses, ideas, drafts, and finished written products; cultural diversity, encouraging students to bring to the classroom context their knowledge of different social and cultural communities; and charter, a coalition of readers and writers, teachers and learners, that binds the members toward a common goal. What often emerges as teachers implement a reading/writing workshop is a blend of the two versions of the four C's. (Contains 12 references.) (RS)

ED 371 391   CS 214 395

Eastman, Kristen Paletti, Ed.; Omura, Grace Inokuchi, Ed.
Folklore around the World: An Annotated Bibliography of Folk Literature.
PUB DATE- 94
NOTE- 222p.; For earlier related bibliographies, see ED 354 532, ED 309 779, and ED 286 531.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - General (020)
DESCRIPTORS- American Indian Culture; Annotated Bibliographies; Cultural Enrichment; Elementary Secondary Education; *Folk Culture; Foreign Countries; Global Approach; Oral Tradition
IDENTIFIERS- *Folktales; Japanese Culture; Jewish Culture; Multicultural Materials; Native Americans; Pacific Islands Literature; *Traditional Oral Literature

Fourth in a series, the annotated bibliographies in this collection were compiled by students in the Traditional Literature and Oral Narration class at the School of Library and Information Studies, University of Hawaii at Manoa. These bibliographies are designed to make information about specific topics in traditional literature easily accessible to teachers and librarians. Each of the 11 annotated bibliographies in the collection contains an introduction to the particular topic and an annotated bibliography of both scholarly works and tales retold for young people. Annotated bibliographies in the collection are: (1) "Christmas Gift Givers" (Kristen Paletti Eastman); (2) "Iktomi, the Sioux Trickster" (Grace Omura); (3) "The Roles of Coyote in Selected Native American Cultures" (Catherine Thomas); (4) "Hi'iaka the Hero" (Noenoe Moan); (5) "Kahalaopuna, the Rainbow Maiden of Manoa Valley" (Lei Tan); (6) "Urban Legends of Hawaii" (Sandy Pak); (7) "Elijah the Prophet in Jewish Folk Literature" (Karen Zinn Heau); (8) "The Kappa" (Judi R. Kobayashi); (9) "The Badger in Folktales of Japan" (Lois Tagami); (10) "Kame: Japanese Sea Turtles and Tortoises" (Nancy Yomogida); and (11) "The Rice Cake Motif in Japanese Folktales" (Pam Yuen). (Author/RS)

ED 371 392   CS 214 396

Lemon, Hallie S., Comp.; And Others
Redefining the Role of "Permanent Temps": Proving Ourselves Professionals. Proceedings of a Roundtable Session at the

ED 371 410   CS 508 589

Sass, James S.
The Value of Organizational Research for the Study of Social Movement Rhetoric: Conceptual and Methodological Issues.
PUB DATE- Feb 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; Feminism; Higher Education; *Organizational Communication; Research Methodology; *Rhetoric; Social Structure
IDENTIFIERS- *Organizational Culture; Research Suggestions; Rhetorical Strategies; *Social Movements

Traditional scholarship on social movements has emphasized external rhetoric and the role of the leader, rather than the internal dynamics of social movement organizations. This paper is an argument for the integration of experiences and meanings related to membership. Belle Edson's feminist critique of social movement studies provides a framework for examining the assumptions of the dominant, conflict-oriented approach. Organizational culture research provides a methodological foundation for investigating these issues. This integrated approach would lead to a stronger understanding of the functions and meanings of social movement rhetoric. Such research would help in continuing the expansion of the scope of organizational research beyond profit-making corporations and would foster intradisciplinary dialog among rhetorical and organizational scholars. Contains 63 notes. (Author/RS)

ED 371 411   CS 508 590

Aleman, Carlos G.
Putting Relationship Maintenance into Proper Perspectives.
PUB DATE- Feb 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Literature Reviews; Research Needs
IDENTIFIERS- Communication Behavior; *Relationship Change Research

Noting that scholars often agree that varying investigations of relationship maintenance are only different mappings of the same territory, this paper organizes and criticizes the literature on relationship change from a position that defines maintenance as behavior that functions to sustain interpersonal bonds towards future interaction. The paper points out that communication scholars need to study maintenance for two reasons: maintenance is becoming lost in a sea of other user-unfriendly, ubiquitous terms, such as meaning, interpersonal, and relationships; and the understanding of communication as relationships, already biased by the dominating cultural ideal

change are attitudinal. As three vignettes show, there is no one best education system. Schools of the future will rely on new technologies; increased parental, business, and community involvement; and extended service for all ages. The New Hampshire Education Think Tank identified six critical skill areas school leaders will find essential for successful school restructuring. Administrators will have to be effective communicators, facilitators, analysts and planners, educators, technologists, and politicians. Closer attention must be paid to the educational methods and content used to prepare school administrators. Professional preparation programs must be restructured to emphasize more field-based and collaborative work. Included are an executive summary and a bibliography of 74 references. (MLH)

ED 371 431 EA 025 665

Olsen, Laurie; And Others
The Unfinished Journey: Restructuring Schools in a Diverse Society. A California Tomorrow Research and Policy Report from the Education for a Diverse Society Project.
PUB DATE- 94
NOTE- 352p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Agency Cooperation; Case Studies; *Cultural Pluralism; Curriculum Development; Economically Disadvantaged; Elementary Secondary Education; *Equal Education; Ethnic Groups; Grouping (Instructional Purposes); Minority Groups; *Multicultural Education; Parent Participation; *School Restructuring; *State Action; Teacher Role
IDENTIFIERS- *California Tomorrow Plan; *Inclusive Educational Programs

Restructuring public education is central to the task of creating a healthy, just society. For the past 2 years, California Tomorrow's Education for a Diverse Society/School Restructuring Project has visited 32 randomly selected schools throughout California and talked with 1,000 teachers, students, parents, administrators, and advocates involved in the restructuring movement. The research was shaped by three concerns: (1) changing demographics require changes in schools; (2) research has documented inequalities rooted in institutional structures; and (3) new challenges require new thinking about schools and support for educators engaged in the change process. The first section of this report, "New Compacts," discusses the new roles and relationships being forged among teachers, administrators, public agency personnel, parents, and community child advocates. Section 2, "Curriculum and Pedagogy," examines schools' instructional reforms, focusing on student grouping, multicultural curriculum, technology, and language minority teaching issues. Section 3, "The Policy and Challenge of System-wide Change," highlights the crucial role of technical assistance infrastructure and professional development support, funding considerations, and accountability concerns. Section 4 contains appendices on research methodology, demographic information, a case study field guide, phone sample interview questions, restructuring resources, a glossary, and a case study school contact list. Contains 150 references. (MLH)

ED 371 432 EA 025 680

Oosthuizen, Izak

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Governance; *Nontraditional Education; *Public Schools; School Based Management; School Choice; School Restructuring; *State Standards
IDENTIFIERS- *Charter Schools; *Colorado; State Legislatures

In Colorado, a charter school is a public school operated by a group of parents, teachers, and/or community members as a semi-autonomous school of choice within a school district, operating under a contract between the charter school members and the local board of education. This publication provides information on the operation of charter schools under Colorado law. Following the overview, section 2 describes the elements of a charter school application. Section 3 provides additional information relevant to charter school development: standards-based education; finance; accountability, evaluation, and assessment; food service; transportation; Chapter 1 of the Elementary and Secondary Education Act (ESEA); Chapter 2 of the ESEA; other federal programs; special education; English Language Proficiency Act (ELPA); and a summary of Colorado regulations. The following resources are included in the final section: a copy of the state's Charter Schools Act, a list of organizations and contact persons, a list of Colorado charter schools, and an annotated bibliography on charter schools. (LMI)

ED 371 451 EA 025 875

Curley, John R.
Expanded Federal Activities and the Impact Aid Program: An Operational View.
PUB DATE- May 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Equalization Aid; *Federal Aid; Financial Support; *Fiscal Capacity; Property Taxes; *School Districts; School Support; *State Aid; Tax Effort
IDENTIFIERS- *New York (Fort Drum)

The Public Law (PL) 81-874 Impact Aid Program (IAP), first authorized in 1950, was originally designed to provide financial relief to local education agencies (LEAs) that had been impacted by the expanded activities of the armed forces and other federal activities. This document describes the expansion of military activities at Fort Drum, New York, to illustrate how federal activities affect LEAs and how the financial burden has been shared at the federal, state, and local levels. In 1984, an increase in military personnel at Fort Drum led to the anticipation of higher enrollments in area schools. Because the IAP has not been fully funded and payments must be "ratably" reduced, a greater proportion of the increased educational costs is borne by state and local taxes. At the end of the 5-year military expansion period at Fort Drum, the impact on most LEAs, although significant, was actually less than expected. At the end of the 1988-89 school year, only two out of the six LEAs were heavily impacted. These two school districts received more federal Impact Aid than the other area districts. These LEAs experienced an increase in student enrollment, an increase in the number of special-needs consultation process. Part 2 provides examples of some Ontario school boards' experiences with YRS. Chapter 4 briefly describes the activities of four boards--York Region, Halton Region, Muskoka Board of Education, and Peel Board of Education. The fifth chapter describes a research study of the consultation process experienced by the Durham Board of Education in Ontario, which had been considering pilot projects for modifying the school calendar in some elementary schools. Data were obtained through interviews, observations, and document analysis. Chapters 6 and 7 offer an analysis of the Durham policy process and the overall role of the consultation process in policy making. Suggestions for dealing with uncertainty in decision making are offered. Factors for successful consultation include a sense of purpose and ownership, a variety of alternatives, adequate expertise, a team approach, and consideration of timing and the political process. One figure is included. Part 3 contains 168 references that are listed by the following categories: the debate about YRS; organization and management issues; educational issues; community issues; and accounts of individual experiences. Appendices contain letters, financial data, and a suggested modified school year draft. (LMI)

ED 371 470 EA 025 915

Hargreaves, Andy; And Others
Years of Transition: Times for Change. A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years. Volume One: Context and Summary.
PUB DATE- 93
NOTE- 57p.; Report issued in four volumes and one appendix: volume 1 only also available in French, see EA 025 915-920.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Improvement; Foreign Countries; Junior High Schools; Middle Schools; Program Effectiveness; *Program Implementation; *School Restructuring
IDENTIFIERS- *Ontario

In 1990, the Ontario (Canada) Ministry of Education implemented the Transition Years project, an initiative for restructuring middle-grades education. This document presents findings of a study that identified effective policies and practices used by the pilot schools. Data were derived from: (1) surveys completed by staffs in approximately 325 of the 396 pilot sites in English and French-language schools; (2) a survey of 3,557 students in the 325 schools; and (3) case studies of six participating schools. The educational change is analyzed according to the following dimensions--substance, context, purpose, process, and realities. Findings indicate that teachers were confused about the project's purpose and that sites had varying purposes of scope. Finally, a partnership is needed among teachers, students, and parents for successful implementation. Four figures are included. (LMI)

ED 371 471 EA 025 916

Hargreaves, Andy; And Others
Les annees de transition: une epoque de changement. Reveu et analyse des projets pilotes sur les questions relatives aux annees de Transition. Volume 1: Resume (Year of Transition: Times for Change. A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years. Volume 1:

the current push for standards in Oregon: (1) passage of a 1990 property tax limitation initiative that shifted school funding responsibility from local property taxes to state government; and (2) decreased numbers of high-paying blue-collar jobs, due to declining wood products and other resource extraction industries. Chapter 1 briefly reviews educational standards development in the United States. Chapter 2 articulates some complex considerations arising during discussions about "world-class" standards. Chapter 3 defines a performance-based system to address these issues. Chapter 4 describes approaches to developing performance-based standards, and chapter 5 examines implementation actors and challenges. Included are 45 references and 16 interview contacts. (MLH)

ED 371 489 EA 025 950

Hilgersom, Karin M.
Achieving Equity and Excellence through Improved Assessment.
PUB DATE- Apr 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Evaluation Criteria; Evaluation Methods; *Excellence in Education; Foreign Countries; *Standards; *Student Evaluation; Teacher Effectiveness
IDENTIFIERS- Australia (Victoria); *Authentic Assessment; Caring; New York City Board of Education; Oregon; *Performance Based Evaluation

When evaluating student performance, teachers often find themselves in a quandary. Teachers must judge, sometimes with firm frankness, while also demonstrating caring. Fortunately, assessment in schools is moving away from judgment to embrace the notion of teachers and students sitting beside one another during the teaching, learning, and assessment process. Traditionally, numerically based grades and standardized test scores have been used to set a fixed value on student capability and educator effectiveness. Current debate centers on what comprises effective learning and teaching and how best to measure outcomes. This Bulletin hopes to clarify the recent history surrounding newer assessment forms and to persuade reform-minded educators to consider equity as well as excellence. Chapter 1 briefly examines the relationship between standards and assessment and explores issues surrounding the sophisticated debate on educational assessment. Chapter 2 discusses the difficulties arising as educators balance equity and excellence concerns while designing and implementing assessment tools. Chapter 3 explores various assessment tools being implemented in the United States and Australia. Chapter 4 discusses criteria for evaluating assessment choices (consequences, fairness, transfer and generalizability, cognitive complexity, content quality and coverage, meaningfulness, and cost and efficiency) and makes recommendations. (Includes 44 references.) (MLH)

ED 371 490 EA 025 953

Ruskus, Joan; And Others
How Chapter 2 Operates at the Federal, State, and Local Levels.

organizations providing resources concludes the digest. (JDD)

ED 371 508   EC 303 095

Nichols, Polly; Pederson, Sally
Focus Group Project: Iowa Behavioral Initiative.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Change Strategies; Discussion Groups; *Educational Assessment; *Educational Practices; Educational Quality; Elementary Secondary Education; *Emotional Disturbances; Group Discussion; Intervention; *Program Development
IDENTIFIERS- Focus Groups Approach; *Iowa

Eleven focus groups, representing a broad range of Iowa thought, met in five Iowa cities in 1993 to talk about programming for students with behavioral and emotional problems. Participants viewed four videotapes of students with behavior problems, discussed what their schools would most commonly do to serve the students, and explored what their schools would do to offer the best possible programming given all desired resources. Small groups identified the three interventions, in his/her opinion, that would most typically be used for the students and the three most desirable interventions. Individuals then assigned grades to schools' performance in serving students with behavioral needs, and these grades were reported to small homogeneous groups and averaged. Ideas generated in group meetings were categorized into 19 theme areas: parent involvement, the role of academics, resources, social and emotional needs of students, staff education and training, community support, professional support, nonprofessional educators' support, parent training, school and district policy, regular education, identification and diagnosis, behavior management, teamwork, early identification and service, special education, special schools, students' negative behaviors, and students' positive behaviors. Analysis of these themes resulted in identification of the following major themes: parent involvement, curriculum transformation, roles of special and general education, teamwork, alternative school programming, and resources. Appendices contain detailed focus group data. (JDD)

ED 371 509   EC 303 096

Vance, Paul C.; Vance, Vernon L.
Selected Iowa Demographic Data for Students with Behavioral Disorders and Perceived Critical Issues in Meeting the Educational Needs of These Students. Revised.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; Dropout Rate; *Educational Needs; Elementary Secondary Education; *Incidence;

PUB DATE- Feb 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Black Students; *Disabilities; Educational Practices; Elementary Secondary Education; *Mainstreaming; School Funds; *Social Integration
IDENTIFIERS- African Americans; *Inclusive Schools; *New Jersey

This special issue examines inclusive education, the movement to include children with disabilities in regular classrooms, focusing on the situation in New Jersey. The issue begins with an editorial by Ethan B. Ellis titled "Inclusive Education: Time To Pay Up." In "The Terms of the Debate," Marc Mercer notes that inclusive education means different things to different people, that the debate is deeply emotional, and that it hinges on the role of education as a social mission versus an academic mission. "Where Do the Educators Stand?" compares the positions of the New Jersey Department of Education and the New Jersey Education Association concerning inclusion. "Inclusion at Its Best" by Carrie Lerner offers photoessays of three students with disabilities who have been successfully included in regular education settings. "And at Its Worst" looks at factors that have led to some failures of inclusion, such as lack of planning, lack of collaboration, and funding mechanisms for special education. Other articles include: "Diana Cuthbertson: A Personal Story of Inclusion"; "Inclusion: An African-American Perspective"; "An Uneven Playing Field: Funding and Inclusion"; and "A Commentary on Inclusion: Us and Them." (JDD)

ED 371 528 EC 303 115

Leadholm, Barbara J.; Miller, Jon F.
Language Sample Analysis: The Wisconsin Guide. Bulletin 92424.
PUB DATE- Jan 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cultural Differences; Dialogs (Language); Disabilities; *Disability Identification; Educational Diagnosis; Elementary Secondary Education; Expressive Language; *Instructional Development; Intervention; *Language Impairments; *Language Tests; *Sampling; Student Evaluation
IDENTIFIERS- *Language Sample Analysis; Wisconsin

This publication discusses the role of Language Sample Analysis (LSA) in identifying language disorders, providing detail necessary to initiate a focused intervention program, and providing a method for monitoring progress in language intervention. Section 1 provides an overview of the LSA process and types of language disorders, while Section 2 discusses the sampling process in detail. Section 3 describes the transcription process and coding conventions; Section 4 describes analytical procedures that cover various aspects of productive language. A step-by-step review of a case study is included in Section 5. Section 6 reviews the issues and concerns in documenting language disorders in linguistically and culturally diverse populations as well as in children with cognitive, sensory, or motor deficits. Section 7 explains how

Elementary Secondary Education; *Emotional Adjustment; *Emotional Development; Emotional Problems; Foreign Countries; *Gifted; *Individual Development; Psychological Patterns; Psychology; Self Evaluation (Individuals)
IDENTIFIERS- Dabrowski (Kazimierz); *Positive Disintegration Theory

Kazimierz Dabrowski's theory of positive disintegration is applied to counseling gifted students having emotional and adjustment problems. According to the theory, a central feature of psychological growth is a series of disintegrations--progressive contradictions and conflicts that arise from a person's experience of life. Such conflicts and disintegrations become a fundamental, inevitable, and positive component of development. Dabrowski sees over-excitability as one critical aspect of developmental potential, including psychomotor, sensual, intellectual, imaginational, and emotional over-excitability. Dabrowski outlines five levels in the process of psychological development from the social integrated self of Level 1 through varying degrees of disintegration to a second functional integration comprised of a critically thinking, autonomous self governed by authentic emotions. Gifted students possess strong intrinsic developmental potential and exhibit the over-excitability, conflicts, disintegrations, and reintegrations of advanced development. Dabrowski's theory advocates an individualized educational approach utilizing a developmental counseling perspective. (Contains 10 references.) (DB)

ED 371 549   EC 303 137

Pyryt, Michael C.
Career Development for the Gifted and Talented.
PUB DATE- Sep 92
NOTE- 5p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Education); *Career Development; *Career Education; Elementary Secondary Education; Foreign Countries; *Gifted; Interpersonal Competence; Problem Solving; *Program Development; Self Concept; Self Evaluation (Individuals); Self Management; Student Educational Objectives; Time Management

This paper on career education for gifted and talented students addresses the following issues: multipotentiality versus pressure toward early specialization, expectations of significant others, differences in career lifestyles, required investments of time and money and resulting deferred family life, mobility demands possibly leading to alienation of an individual from his/her home community, and requirements of innovativeness in "inventing" one's career. Efforts to meet the career development needs of gifted students must include seven components: (1) content acceleration, (2) development of self-awareness, (3) building of a secure self-concept, (4) development of effective interpersonal skills, (5) training in creative problem solving, (6) fostering awareness of sex role factors, and (7) development of skills in stress management and time management. (DB)

ED 371 550   EC 303 138

Singh, Jagjit K.

these are specified: title; purpose; materials needed; step-by-step procedure; variations; notes; and references and materials suggestions. Margin notes indicate which language skill(s) (listening, speaking, reading, writing) the technique emphasizes. The technologies included in the guide are: brown paper; overhead projector; opaque projector; slide projector; camera; filmstrip projector; 16mm and videocassette recorder; video camera; audiocassette tape recorder; music cassettes; language laboratory; telephone usage trainer; and microcomputer. Lists of sources for equipment and further information are appended. (MSE)

ED 371 570   FL 021 998

Hawkinson, Anni; Moran, Patrick R.
Living in France. A Brief Introduction or Review of the Culture and Language of France for Visitors, Students and Business Travelers. Third revised Edition.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Daily Living Skills; Family Life; Foreign Countries; Geography; Grammar; Information Sources; *Interpersonal Communication; Language Role; Leisure Time; Recreational Activities; Second Languages; *Sociocultural Patterns; Time; Travel
IDENTIFIERS- *France

The guide offers practical information on various aspects of daily living in France, including: money; food; restaurants; hotels; postal and telecommunications services; transportation; shopping; health and medical care; safety and security; tipping; electricity; measurement and clothing size conversions; greetings and leave-takings; names, titles, and forms of address; conversational topics and style; invitations; privacy; personal appearance; time; meals; family life; daily life; leisure activities; cafes; and national pride. Suggestions for appropriate behavior and expectations are offered. It also includes basic information about France: a historical sketch; maps; geography and people; government; economy; education; religion; and art. A final chapter addresses use of the French language, and includes basic grammar facts and some useful expressions. A brief bibliography lists additional books about France. (MSE)

ED 371 571   FL 022 002

Fitzgerald, Lori A.
A Musical Approach for Teaching English Reading to Limited English Speakers.
PUB DATE- 6 Jun 94
NOTE- 111p.; Master's Thesis, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Activities; Classroom Techniques; Educational Strategies; *English (Second Language); Grade 1; Limited English Speaking; *Literacy Education; *Music Activities; Primary Education; *Reading Instruction; Second Language Instruction; *Singing; Spanish Speaking

An experiment using music activities in the classroom to teach provided by the displaced worker demonstration projects indicated clearly that job search assistance speeded up the reemployment of displaced workers. Results were less favorable for classroom training in vocational skills. Reasonably favorable results for classroom training were obtained. OJT had a more immediate and sustained positive impact on the earnings of both adult women and men than classroom training. Women were usually found to benefit from retraining and other reemployment services at least to the same extent as men. (Appendixes include 17 endnotes and 5 tables. Contains 21 references.) (YLB)

ED 371 116   CE 066 001

Pang, Eng Fong; Low, Chee Kiat
Industrial Restructuring and Retraining in Singapore. Training Policy Study No. 2.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; Dislocated Workers; *Economic Development; Foreign Countries; *Industrialization; *Industrial Structure; *Labor Force Development; Organizational Change; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Public Policy; *Retraining
IDENTIFIERS- *Singapore

The transformation of Singapore from a stagnating colonial port city in the late 1950s into a newly industrialized city-state in the early 1990s was the outcome of planned adjustments to changing internal and external conditions. Training and retraining programs played a role in these adjustments. Although full employment prevailed in 1979, the government was concerned about the labor displacement impact of its restructuring program. Beginning in 1980, both the Institute of Technical Education and the National Productivity Board developed a variety of adult education programs to meet the diverse education and training needs of workers. Six were of particular importance to the industrial restructuring strategy: Basic Education for Skills Training, Worker Improvement through Secondary Education, Modular Skills Training, Core Skills for Effectiveness and Change, Training Initiative for Mature Employees, and FAST FORWARD. Their positive contributions were a shift to a more highly skilled work force, rise in average wages, full employment, and alternative employment for workers affected by structural change. Lessons from Singapore's experience include the following: a flexible, responsive training system that facilitates skill acquisition; the development of effective institutions to guide the establishment of an employer-based training system as part of a total human resource development strategy; and Singapore's approach to problems which combines a strong belief in state action and a belief in market forces and competition. (Appendixes include 25 notes and 4 tables. Contains 19 references.) (YLB)

ED 371 117   CE 066 002

Espinoza, Eduardo Martinez
Vocational Training in Chile: A Decentralized and Market Oriented System. Training Policy Study No. 8.
PUB DATE- 94
NOTE- 28p.

EMT--A Student Handbook. Revised.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.
PUB DATE- Jul 92
NOTE- 474p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accidents; *Allied Health Occupations Education; Anatomy; Behavioral Objectives; Check Lists; *Competency Based Education; *Emergency Medical Technicians; Employment Qualifications; *First Aid; Guidelines; Job Skills; Learning Activities; *Medical Evaluation; Medical Services; Physiology; Postsecondary Education; Records (Forms); *Rescue; State Curriculum Guides; State Legislation; Two Year Colleges
IDENTIFIERS- *Iowa

This handbook is designed for use by students preparing for employment in the occupation of emergency medical technician-ambulance (EMT-A) in Iowa. Listed in the introduction are general course prerequisites, the 60 competencies taught in the course, pertinent federal and state requirements, and Iowa certification testing/retesting procedures/requirements. The following are among the topics of the course's 33 lessons: EMT-A roles and responsibilities; anatomy, physiology, and patient assessment; basic evaluation and first aid procedures for handling injuries to various body parts, poisonings, and complications of various diseases; emergency childbirth procedures; burn treatment; hazardous materials; environmental emergencies; psychological aspects of emergency care; principles of extrication; procedures for lifting and moving patients; and ambulance operations. Included in each lesson are some or all of the following: introduction, objectives, overview of lesson contents, study suggestions, terminology list, and information sheets and diagrams. Appended are 44 skills checklists, sample patient care forms used in Iowa, in-hospital clinical guidelines, Iowa EMT-A roles and responsibilities, and Iowa laws/rules pertaining to the occupation of EMT-A. (MN)

ED 371 136   CE 066 505

Vocational-Technical Education Program Management Guide.
PUB DATE- Sep 93
NOTE- 719p.; Majority of document is printed on colored paper.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Advisory Committees; Articulation (Education); Competency Based Education; *Demonstration Programs; Educational Objectives; *Educational Practices; Equal Education; Instructional Development; Integrated Curriculum; Minimum Competencies; Models; Postsecondary Education; *Program Administration; *Program Development; Resource Materials; Secondary Education; Special Needs Students; *State Standards; Statewide Planning; Student Organizations; *Vocational Education
IDENTIFIERS- *Iowa

This program management guide, which contains information specific to Iowa's educational system and standards, is

Qualifications Framework (NQF) and its relationship to workplace assessment. Discussed first is the NQF's mission of encouraging people to continue their education and training after secondary school and permitting flexibility in where and how people train. The role of the NQF in creating a "seamless" education system integrating secondary education, industry training, and tertiary education is outlined. Examined next are how and who develops the unit standards that function as the NQF's building blocks. The role of the assessor in evaluating learning on the job, the role of the Qualifications Authority in accrediting standards setters who in turn select assessors and monitor the fairness of the assessment process, and requirements for becoming an assessor are explained. Presented next is an emerging model for workplace assessment in small businesses in which the qualifications authority, industry training organizations, and workplace assessors each play specified roles. Three case studies illustrate the operation of the NQF in the dairy manufacturing and building industries and in recognition of prior learning. Concluding the booklet are sources of additional information on the NQF. (MN)

ED 371 155 CE 066 606

Taylor, Marcia G.; Baldauf, Sandra L.
Choosing a Career in Marine Occupations: A Cultural Issue.
PUB DATE- Jun 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Choice; *Childhood Attitudes; *Childhood Interests; *Cultural Influences; State Surveys
IDENTIFIERS- *Marine Occupations; Place of Birth; *Virgin Islands (Saint Croix)

A study examined the proportion of locally born residents working in marine occupations on Saint Croix and the reasons why these workers on the island chose their occupation. All 43 Saint Croix businesses and agencies employing workers in marine occupations were asked how many persons they employ and where those workers were born. Marine employees' reasons for selecting this occupation were determined through interviews conducted at randomly selected businesses/agencies and at the local fishing regulatory agency. Of the 218 workers in marine occupations and 44 fishing workers about whom information was obtained, 19.5% were locally born, 63.3% were born in the United States, and 17.2% were born elsewhere. Interest in the marine environment was cited by 76.4% of the respondents as their main reason for choosing a marine occupation, and 95.6% of those respondents attributed their interest in the marine environment to their early childhood experiences. It was concluded that the attitude of avoidance toward the sea that has been assimilated into the culture of the Virgin Islands may indeed be keeping young Virgin Islanders from being introduced to the marine environment in a constructive manner and may thus be keeping them from considering job opportunities in the marine environment. (MN)

ED 371 156 CE 066 610

Crummett, Dan M.; Crummett, Jerrie
Introduction to International Trade.
PUB DATE- 94
NOTE- 584p.

Datafusion: Resource for Identifying Labor Market and Demographics Data in Maryland.
PUB DATE- Jan 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Information Systems; Community Organizations; Databases; Demand Occupations; Demography; *Economic Climate; *Educational Opportunities; Employment Projections; Employment Qualifications; Enrollment Projections; *Information Sources; Job Training; *Labor Market; *Occupational Information; *Population Trends; Postsecondary Education; Public Agencies; Public Schools; Resource Materials; Salary Wage Differentials; Secondary Education; State Agencies; Statewide Planning
IDENTIFIERS- *Maryland

This publication is designed to assist career program planners in collecting the data needed to plan career technology, adult learning, higher education, apprenticeship, and training programs for persons living in Maryland. Profiled in the publication are local, state, and federal agencies and programs capable of providing career program planners with information pertaining to population, public school enrollment, employment demand data, business/industry data, wage information, career paths, and educational paths. The following are among the agencies/programs listed: Maryland Office of Planning, Maryland State Department of Education, Maryland School Performance Program, Office of Labor Market Analysis and Information, Department of Economic and Employment Development, Baltimore Metropolitan Council, Maryland Occupational Information Coordinating Council, Maryland Higher Education Commission, Maryland Apprenticeship and Training Program, Job Opportunities and Basic Skills Training Program. Also included are sections on Job Training Partnership Act training programs, Maryland service delivery areas, and a directory of local education agency supervisors of guidance. Where appropriate, descriptions of available information services/products are supplemented with price information and the name/address of a contact person/department. Appended is a list of labor market resources for counselors published by the federal government. (MN)

ED 371 175 CE 066 645

Taking the Step to Skill New Zealand. A Guide for Employers.
PUB DATE- Jun 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Basic Skills; *Employer Employee Relationship; Employment Potential; Employment Practices; *Employment Qualifications; Foreign Countries; Industrial Training; *Job Skills; *Job Training; Postsecondary Education; Secondary Education; *Skill Development
IDENTIFIERS- *New Zealand

Skill New Zealand is a strategy to raise the skill levels of all New Zealanders, an industry-led approach to skills development that will increase the quantity, quality, and diversity of training in that country. The booklet contains four sections. The first section explains what Skill New Zealand is and why

DESCRIPTORS- *Educational Assessment; Educational Change; Educational Development; Educational Legislation; *Educational Quality; Employer Attitudes; Employment Patterns; *Federal Legislation; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Role of Education; School Business Relationship; Secondary Education; *Student Participation; Teacher Education; Teacher Qualifications; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This document, the second of five volumes that comprise the final report of the National Assessment of Vocational Education examines some major features of contemporary vocational education: students, teachers, classes, and educational and employment outcomes. The first two chapters address student participation and program quality, as measured by a number of indicators. Chapter 1 examines participation and access in public secondary vocational education; postsecondary participation and access are addressed in chapter 2. Chapter 3 discusses qualifications of teachers in secondary and postsecondary institutions, assesses teacher preparation, and considers shortages of secondary vocational teachers. Chapter 4 examines program requirements and courses in secondary vocational education to assess their consistency with Perkins goals, role in preparing students for work, and role in secondary education. Chapter 5 focuses on the relation between vocational education and academic coursetaking, student achievement, high school completion, and educational attainment. Chapter 6 investigates the connection between vocational training and employment outcomes for students who received vocational training in high school and in subbaccalaureate postsecondary institutions. Chapter 7 examines employers' opinions of vocational programs and some ways employers interact with them. Endnotes follow each chapter; data tables and a figure are appended. (YLB)

ED 371 193   CE 066 677

Boesel, David; And Others
National Assessment of Vocational Education. Final Report to Congress. Volume III. Program Improvement: Educational Reform.
PUB DATE- Jul 94
NOTE- 212p.; For the interim report, see ED 369 929; for other volumes in this series, see CE 066 675-679.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Change; Educational Development; Educational Legislation; *Education Work Relationship; *Federal Legislation; Integrated Curriculum; Job Performance; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *Program Improvement; Role of Education; School Business Relationship; Secondary Education; Standards; Technology Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Tech Prep

This document, the third of five volumes that comprise the final report of the National Assessment of Vocational Education focuses on program improvement. Chapter 1 describes the education reform movement and assesses its effects on vocational education. It discusses current reforms that states are undertaking to improve preparation of students for the work force. Chapters 2-6 deal with vocational education reforms.

interviews focused on the women's changing perceptions of family and education from childhood to the present, the social and institutional contexts of their lives, ramifications of being a full-time student, and ways in which they balance their public and private worlds and families and education. In general, the women credited their experiences as students in higher education with boosting their confidence and changing the way in which they approach and are treated by public world officials. Nevertheless, participation in higher education had little change on the women's personal responsibilities. Family responsibilities continued to constrain the type of employment they undertook. Race, class, and institution attended also influenced the women's attempts to balance family and education. (Appended are profiles of the 31 women interviewed. The bibliography lists 144 references.) (MN)

ED 371 212   CE 066 709

Gowing, Marilyn K.
The Federal Government Testing Program: The Next 100 Years.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; Databases; Employment Qualifications; *Federal Government; *Government Employees; *Job Analysis; *Occupational Information; *Occupational Tests; *Standards

One vision of the future is that federal government workers will be assessed through a nationwide examination system applicable to them and to individuals competing for private sector jobs and promotions. A working group has already been established to develop a task force for a nationwide classification system. A standardized occupational classification system must be accompanied by a standardized national job analysis system. Several federal agencies are collaborating with American College Testing to develop a methodology to support one nationwide examination system. This nationwide job analysis will provide the information to develop a new database of occupational titles of all jobs in the national economy. A future nationwide employment examination will take the best instruments available from each battery and have a measurement instrument for every known human ability. Advantages of a common nationwide occupational classification system are significantly enhanced career mobility for the national work force and a common job language that will facilitate integrated human resource planning, career planning, design of selection and promotion assessments, development of performance standards, design of training curricula, and establishment of pay. This nationwide job analysis database could be incorporated into an automated nationwide employment system that would be delivered to users in State Employment Service Centers. (YLB)

ED 371 213   CE 066 714

Brooks, Annie, Ed.; Watkins, Karen, Ed.
Academy of Human Resource Development Conference Proceedings (San Antonio, Texas, March 3-6, 1994).
PUB DATE- Mar 94

Based Education; *Construction (Process); Delivery Systems; Information Sources; Learning Activities; Learning Modules; *Manufacturing; Minimum Competencies; *Power Technology; Program Development; Secondary Education; State Curriculum Guides; Statewide Planning; *Technology Education; Transportation
IDENTIFIERS- *South Carolina

This guide is intended for teachers conducting industrial technology education (TE) courses in South Carolina. Presented first is introductory information about the mission, clusters and units, and recommended educational format of TE in South Carolina. Discussed in the seven sections are various aspects of South Carolina's modular delivery system for TE (program design, module development, and modular utilization of the curriculum guide). Sample modules and core competency and word lists are included. The remaining two-thirds of the guide consists of series of lesson plans for the following instructional clusters: communication technology (drafting and design, graphic communication, photographic technology, electronic communication); construction technology (establishing/maintaining construction enterprises and designing, engineering, inspecting, and maintaining/repairing construction projects); energy, power, and transportation technology (control/transmission of power, transportation, engines); and manufacturing technology (management, management and production, management and personnel). Each lesson plan includes the following: title; major concept and topics; behavioral objectives; instructional activities; evaluation activity; list of required tools, equipment, and materials; vocabulary list; and references. Also included is a resource list of 148 references and addresses of numerous technology education-related publishers and government agencies. (MN)

ED 371 231 CE 066 764

Vocational Training and the Territorial Context.
PUB DATE- 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; Cooperative Planning; *Decentralization; Economic Development; Educational Planning; *Educational Policy; Educational Trends; Education Work Relationship; Financial Support; Foreign Countries; *International Cooperation; Postsecondary Education; Regional Cooperation; *Regional Planning; School Business Relationship; School Community Relationship; Secondary Education; Small Businesses; *Vocational Education
IDENTIFIERS- *European Community; *Territoriality

This document contains nine articles about vocational training (VT) policy and the impact of decentralization and issues of territory on VT in the European Community (EC) member states. The following articles are included: "Vocational Training and Regional Policies: The Same Challenge..." (Landaburu); "Vocational Training in a Regional Europe: Securing Locations and Profiles from the Perspective of the German Economy" (Feuchthofen); "On-line Service Centres as Permanent Training Centres" (Brusco); "The Territorial Aspect of Vocational Training: The French Case" (Durand-Prinborgne); "Regionalisation Trends in the Netherlands in the Field of Vocational Education and Training: Tensions and Prospects" society and violence against women), and switching from an emphasis on solving specific problems to research on resiliency and resistance. (KM)

ED 371 250 CG 025 382

Flansburg, Sundra
Building Self: Adolescent Girls and Self-Esteem. Working Paper 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Ethnic Groups; Family Attitudes; *Females; Secondary Education; *Self Esteem; Sex Role; Sex Stereotypes; Sexual Identity

This working paper explores current thinking about self-esteem in adolescent girls in a pluralistic or multicultural society. A large percentage of current discussion and research on gender, adolescence, and self-esteem overlooks the diversity among females and neglects to analyze how various identities interweave with gender and strongly influence self-esteem in women. The paper contains the following chapters: (1) Defining, Measuring, and Other Issues in Research; (2) Race, Class, and Other Identities in Young Women's Search for Self; (3) The Role of Sexism in Self-Esteem; (4) Developing Resistance and Resilience; and (5) Conclusion. The chapter discussing defining and measuring notes that there is not a clear definition of self-esteem and that a number of factors are part of this complex concept. The chapter about sexism summarizes gender based violence, schools and education, public and private discourse, the developing female body, and media representation and influence. The chapter about resistance and resilience reviews naming and externalizing bias, transforming schools for multicultural history and perspectives, connection with the community, role models and mentors, high expectations, overcoming barriers and developing skills. The paper concludes with the proposition that self-esteem in girls can be enhanced in two ways. The first is systemically changing the cultural institutions and thought that devalue women. The second is raising strong young women who can balance their strengths and weaknesses and live to their highest potential. (KM)

ED 371 251 CG 025 383

The Comprehensive Counseling Program for Alaska Public Schools. A Guide for Program Development: K-12th Grade.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 2 May 89
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; *Counseling Services; Elementary Education; Elementary Secondary Education; High Schools; Junior High Schools; Middle Schools; *Program Descriptions; *Program Development; Program Guides; *Public Schools; *School Counseling
IDENTIFIERS- *Alaska

The wide range of settings for counseling, from large urban

NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (San Antonio, TX, September 17-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling; Counseling Objectives; Counseling Psychology; Elementary Secondary Education; *School Counseling; *School Counselors

This short work lists 12 needs and recommendations for the future of school counseling. The list is as follows: (1) Need for a developmental curriculum of counseling; (2) Need for professional development for experienced counselors; (3) Need for counselors to practice effective program development, management, accountability, research, and evaluation skills; (4) Need for administrators to understand the counselor's role today and in the future; (5) Need for counselors to understand and respond to the impact of multiculturalism; (6) Need for counselors to respond to the impact of societal issues on students, their families, and the community; (7) Need for counselors to know family systems and intervention strategies; (8) Need for referral networks for students with complex needs; (9) Need for supervisors of school counselors; (10) There is a shortage of competent school counselors; (11) Need for counselor educators with experience in school counseling; and (12) Need for state level leadership to assume responsibility for supporting and upgrading school counseling programs in each state. (Contains 37 references.) (RJM)

ED 371 270 CG 025 498

Hirsch, Jameson K.; Ellis, Jon B.
Reasons for Living in Homosexual and Heterosexual Older Adolescents.
PUB DATE- 93
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Higher Education; *Homosexuality; *Lesbianism; Psychopathology; *Suicide; *Young Adults
IDENTIFIERS- *Adolescent Suicide; *Heterosexuality

Suicide rates among older adolescents is a major concern for researchers. A homosexual lifestyle, with its additional stresses, may erode one's adaptive characteristics. This study sought to identify and compare suicidal behavior and adaptive characteristics in homosexual and heterosexual adolescents. Sixty-two individuals were divided into two group according to their self-reported sexual orientation. Participants completed a short self-report demographic questionnaire and the Expanded Reasons for Living Inventory (RFL). Results indicate that homosexuals endorse fewer reasons for living than do heterosexuals. Likewise, homosexuals who were also minorities, exhibited higher levels of suicidal ideation and behaviors than other subjects. The differences detected between adaptive beliefs among heterosexuals and homosexuals suggest that the latter may have a more difficult time coping with their environment than heterosexual individuals. This may be due to the stress and demands associated with choosing a homosexual lifestyle. However, the two groups did not differ on the questions adapted from previous surveys by Hernandez & Smith (1990) and Spencer and Zeiss (1987) was administered to 127 randomly selected subjects. The Marlowe-Crowne Social Desirability Scale (MC-SDS, 1960) was administered concurrently, in order to assess the extent of social desirability contamination of the sexual behavior measures. The surveys were individually administered using procedures to safeguard confidentiality. Reported HIV awareness (80%) made respondents cautious about sex, females being more concerned than males. 75% of respondents said they were likely to use a condom during intercourse. High scoring individuals on the Marlowe-Crowne were more likely to encourage partners to wear provocative lingerie or costumes, suggesting possible contamination. Almost twice as many males as females view x-rated films or engage in sadomasochistic practices, and more males than females report feeling comfortable viewing such films with their partners. (MSF)

ED 371 290   CG 025 592

Erdley, Cynthia A.; Asher, Steven R.
Linkages between Aggression and Children's Legitimacy of Aggression Beliefs.
PUB DATE- Aug 93
NOTE- 39p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Antisocial Behavior; Elementary Education; *Elementary School Students; Peer Evaluation; Prosocial Behavior; Questionnaires; Self Evaluation (Individuals); Social Behavior; Student Attitudes; *Student Behavior; Student Characteristics; *Value Judgment

To determine whether Slaby and Guerra's (1988) measure of aggression would reliably assess younger children's belief about aggression and whether children's belief about the legitimacy of aggression relates to their self-reports of it and to their levels of aggression as evaluated by peers, 781 fourth and fifth graders were asked to complete an adapted questionnaire assessing their beliefs about the legitimacy of aggression. Children also viewed a series of hypothetical ambiguous provocation vignettes and answered questions about the situations. Two to three months afterwards, peer evaluations of children's aggressive, withdrawn, and prosocial behaviors were obtained. The children were then classified as low, medium, or high in their endorsement of the legitimacy of aggression. The high-legitimacy group was consistently more aggressive than the average-legitimacy group, which was more aggressive than the low-legitimacy group. Peers evaluated high-legitimacy children as most aggressive, average-legitimacy ones as less, and low-legitimacy children as least aggressive. High-legitimacy children were significantly less likely to choose withdrawal or prosocial acts as their most likely response to provocation. The adapted legitimacy of aggression questionnaire provides a reliable instrument for measuring children's thoughts about aggression, and beliefs about the legitimacy of aggression are significantly related to behavior. (MSF)

ED 371 291   CS 011 720

Abromitis, Barbara

Achievement; Metacognition; Prior Learning; Reading
Achievement; Reading Research; Science Instruction
IDENTIFIERS- *Concept Acquisition; Knowledge Acquisition

A study described the social interactions of ability-grouped dyads as they construct knowledge of the scientific concept of balance to elucidate the relationship between interactions and conceptual growth. The verbal and nonverbal behaviors of 30 fifth-grade students were recorded as they completed three activities related to balance and levers. These student interactions were examined within a framework of social cognition. For each dyad, characteristics of ability-grouped dyads were identified. Results revealed that high students (those who scored in the upper quartile of the California Achievement Reading Test) effectively used prior experiences, maintained focus on the learning task, and were able to manipulate the equipment effectively to construct knowledge. Low students (those who scored in the lowest quartile on the California Achievement Reading Test) exhibited off-task behavior, lacked a metacognitive framework for organizing learning tasks, centered on irrelevant features of the equipment and were unable to use language effectively to mediate learning. Within low-high student dyads, high-achieving students modeled thinking processes and strategies for manipulating equipment and focused the low-achieving students on the components of the tasks while verbally monitoring their progress, thus enabling the low students to identify the critical features necessary for concept construction. These results highlight the differences that students manifest in the use of language and tools. Low students' inefficient use of tools has implications for the ways science teachers structure lessons and group students for laboratory work. (Contains 26 references.) (Author/RS)

ED 371 311 CS 011 740

Dubinsky, James Michael
The Rhetoric of Page Design: Making Meaning Visible.
PUB DATE- Nov 93
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Higher Education; Information Sources; *Rhetoric; *Technical Writing; *Visual Aids; Writing Processes
IDENTIFIERS- Rhetorical Strategies; *Visual Design

By teaching about and considering the elements of visual design, communication can be effected and the needs of the reader/user more effectively met. As anecdotal interaction with children indicates, information seems to be communicated more effectively when the rhetor incorporates visual elements. To increase the ability of the reader to discriminate and understand the information presented, producers of such information need to be aware of how they present that information visually on the page. Realizing that text can also be graphic in two senses--as writing and as a visual design--is an important concept for the writer, especially the technical writer, who desires to successfully communicate. Text, though simply expressed, can be unintelligible. To create accessible documents, writers, especially technical writers, need to consider design questions, similar to the way in which the poet

Gertz, Ellen A.
Enhancing Motivation and Reading Achievement: Intervention Strategies for the Underachieving Middle School Student.
PUB DATE- 94
NOTE- 64p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 6; *High Risk Students; Instructional Effectiveness; Intermediate Grades; Metacognition; Middle Schools; *Reading Achievement; Reading Comprehension; *Reading Improvement; Reading Instruction; *Reading Strategies; Small Group Instruction; *Student Motivation; *Underachievement
IDENTIFIERS- Middle School Students

A practicum was designed in response to the increasing numbers of at-risk middle school students lacking appropriate academic skills as well as the motivation to learn. A small-group reading intervention program was implemented to help underachieving students increase their success rate on a mastery level. Targeted students were sixth graders, in the regular education program in a middle school (in a large southern public school district, 93% non-white), functioning approximately one year behind in reading. From this population strategy instruction was provided to six small groups (2-5 students) over a 10-week training period. During the 8-month implementation phase a total of 18 students, referred by their reading teachers for lack of progress, met once a week at their regularly scheduled reading class time. The strategy instructor taught procedures for reading as well as more general strategic processes to facilitate learning, personal responsibility, and student motivation. Pre- and posttests were administered individually, and an informal interview was conducted with all participants. A behavior rating scale was developed using reading teachers as informants. Analysis of data revealed that comprehension and memory for what was read increased for all 18 participants after cognitive strategy training. Increase in strategy use, improved class participation, oral reading, comprehension and self-evaluation were also noted. Although results suggest program effectiveness, determination of whether generalization or maintenance of appropriate behaviors will occur are difficult due to the short-term nature of the intervention. (Contains 78 references. The behavior rating scale is attached.) (Author/RS)

ED 371 332   CS 011 761

Flurkey, Alan D., Ed.; Meyer, Richard J., Ed.
Under the Whole Language Umbrella: Many Cultures, Many Voices.
PUB DATE- 94
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; English (Second Language); *Literacy; *Multicultural Education; Parent Participation; *Spelling Instruction; Student Evaluation; *Whole Language Approach
IDENTIFIERS- Educational Issues

Originally presented at the second annual Whole Language Umbrella Conference, the 18 essays in this book address the three

Composition; Higher Education; Reader Text Relationship; Student Evaluation; Student Needs; Writing Attitudes; *Writing for Publication; Writing Improvement
IDENTIFIERS- *Discourse Communities

Generally speaking English department faculty respond very differently when reading freshman writing than when reading most other kinds of writing. Mina Shaughnessy has pointed out that "ordinary readers" try to understand what they are reading, but the writing teacher, "like a lawyer examining a client's document for all possible ambiguities and misinterpretations, tries to see what keeps the paper from being understood or accepted." It is this focus on materiality that provokes a hesitation to classify a teacher's "reading" of a student text as an act of reading, per se. On phenomenological grounds, it seems more accurate to call it an act of meta-reading. Teachers do not read student texts to peer through them as much as they raise evaluative lenses to peer at them, an intention that causes the shift from a phenomenological reading stance to an evaluative meta-stance. One means of shifting the type of reading to which freshmen essays are subjected would be to publish these essays. By publishing student writers, the communicative purpose of writing is emphasized and the socially symmetrical conditions that invite students to participate in the academic discourse community are reinstated. At "College X" freshman essays are published in "Choice Voice," which is edited by freshmen and which has an eager and willing audience, in this case, 400-600 students who enroll each quarter in English 101. On the practical side, publication does not require extensive hardware or financing. A bulletin board and staples are an effective way to start. A data file on the campus computer network is invaluable. (TB)

ED 371 353   CS 214 356

Maddox, Lucy
Talking Back.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *American Indians; Computer Mediated Communication; Electronic Mail; Higher Education; High Schools; *Intercultural Communication; *Personal Narratives; Student Needs
IDENTIFIERS- *BreadNet; *Native Americans

According to the chair of the English department at Georgetown University (Washington, D.C.), NATALK, a telecommunications subconference on BreadNet for Native American students, has merits and possibilities for cross-cultural communication. Giving students the chance to "publish" their writing electronically can motivate reluctant writers. And for non-Native American students, it is an opportunity to respond to a different culture. The Native American productions on the computer, many of which are beautiful, artistic and narrative in nature, convey a frustration, anger or fear of education. Several examples illustrate the power and intensity of student writing. Education for them does not seem to be a liberating or empowering experience. Somehow, whether consciously or unconsciously, educators have prevented these students and others perhaps from talking about their frustration, values or ambitions in school. Perhaps educators fear the possibility of groups; work to find creative configurations for male students; and discuss with students the differences between speaking and writing. (Contains 18 references.) (RS)

ED 371 371 CS 214 375

Weidner, Heidemarie Z.
The Fruits of Literacy: Loss or Gain--Zitkala-Sa: Native American Author and Reformer.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Acculturation; *American Indian Culture; *American Indians; Audience Awareness; *Cultural Differences; Higher Education; *Persuasive Discourse
IDENTIFIERS- Indiana; Native Americans; Rhetorical Strategies; *Zitkala Sa

Zitkala-Sa, a 19th century Native American woman who won second place in an 1896 Midwestern oratorical contest, resembles many students who daily cross borders--geographical, economic, linguistic, and cultural--balancing on a tightrope of assured losses and uncertain gains. Known as Gertrude Simmons before and Gertrude Bonnin after her marriage, she was a well-known advocate of her people during the first four decades of the 20th century. To make sense of her feelings of alienation, Zitkala-Sa (Sioux for Red Bird) turned to the characters of her beloved tribal stories, in particular to Iktomi, the Sioux spider man, trickster, and wanderer whose metaphor she chose to anchor herself. After receiving a diploma from White's Manual Labor School in Wabash, Indiana, she disregarded her mother's instructions to return to the reservation and entered Earlham College, a Quaker School in Richmond, Indiana. "Side by Side," her second-place-winning oration, confronts her White audience with the "Indian problem" as viewed by an Indian. Her speech is a tour de force of rhetoric that balances "controlled rage" against White atrocities with the desire to convince America of the Indian's humanity. One moment of transformation in her life was in choosing her name for herself, a name which proclaims her independence and her cultural ties. Zitkala-Sa demonstrated the same mixture of self-reliance and connectedness in a second moment of resolution--a dream vision that demonstrates to her the need for her to spend her energies in work for the cause of Indian reform. (Contains 19 references.) (RS)

ED 371 372 CS 214 376

Weber, Judith Eichler
Melting Pots: Family Stories & Recipes.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; *Cooking Instruction; *Cultural Activities; Cultural Differences; Enrichment Activities; *Ethnic Groups; *Multicultural Education; Primary Education; Short Stories
IDENTIFIERS- *Celebrations; Cook Books

Discussing the different ways people (including Chinese, Greek,

Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, Tennessee, March 16-19, 1994).
PUB DATE- Mar 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Employment Level; Higher Education; *Part Time Faculty; *Professional Recognition; Writing Instruction; *Writing Teachers
IDENTIFIERS- *Professional Concerns

This 1994 Conference on College Composition and Communication (CCCC) Roundtable was composed of "Permanent Temps" from schools across the United States; it originated in audience reaction to one session in San Diego (California) in 1993 (ERIC ED 356 483). This 1994 session highlighted ways in which these permanent temporary faculty are already composition professionals even though they may be denied that status in their local circles. The Chair began with the moral imperative to take in professional responsibilities in the implied contract of teachers of composition ("The Implied Contract of 'Special Lecturers" by Catherine Haar). The second speaker explained how the learning done at conferences and in readings is transformed into effective classroom practice ("Learning Theory for Use in the Composition Classroom" by Kathleen R. Winter). The third speaker, as Writing Center Director, described the many roles skillfully executed in English departments by instructors of composition ("Defining Administrative Roles: Coordinating the University Writing Center and the Simpkins Hall Computer Labs" by Jennie Trias). Speaker four showed how temporary faculty's knowledge can have significance for others as a model for teaching assistants and disciplines across the curriculum ("We Touch the Future: Training New Professionals" by Hallie S. Lemon). The final speaker explained how these "Temporaries" have made their voices heard at CCCC and in various genres although their professionalism may go unnoticed at the local level ("Beyond the Classroom: The Professional Work of Permanent Temps" by Lorena Stookey). A list of professional accomplishments of Permanent Temps, a list of professional slights and courtesies, a 14-item bibliography, and a summary of the responses to the session's evaluation form are attached. (RS)

ED 371 393 CS 214 397

Pacheco, Anne-Louise
Peer Response: Is It Worth the Effort?
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Critical Thinking; Higher Education; *Peer Evaluation; *Peer Groups; *Student Attitudes; Student Evaluation; Student Reaction; Writing (Composition); Writing Processes
IDENTIFIERS- Truckee Meadows Community College NV

If properly administered, peer-group critiques in college writing classes can be an effective means of sharpening students' skills of critical reading while increasing their awareness of of what both "should" look like, will most likely be further problematized by a term laden in mechanistic and therapeutic symbolism. Using J. N. Capella's frame for organizing interpersonal research inquiry, the paper offers some conditions and direction for research in accordance with the defined construct and the varying perspectives on relationships and relationship change. The major section of the paper reviews the existing literature on relationship maintenance, looking at various issues of concern (such as the cultural biases of research). In closing, the paper calls for additional considerations when studying relationship maintenance in the future: (1) scholars should begin to rethink gender as more than a biological classification; (2) they should remember that power is implicit in many theories, but not considered when devising studies or interpreting results; and (3) they should consider the very real phenomena that influence human relationships when modeling relationship maintenance and change. Contains 61 references. (RS)

ED 371 412   CS 508 591

Coelho, Elizabeth
Learning Together in the Multicultural Classroom. Pippin Teacher's Library.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; Classroom Communication; *Classroom Environment; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Multicultural Education; Public Schools; *Small Group Instruction; Social Integration; *Student Needs; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Communication Strategies; *Cultural Sensitivity; Nonnative Speakers

Intended for teachers who work with culturally mixed student populations in Canada, this book is about methods of classroom and curriculum organization that promote effective cognitive and affective development in a linguistically and racially diverse setting. The book focuses on developing practical approaches to and techniques for small group work that can be implemented in the classroom. Pointing out that schools will now need to educate students to perform in a technological, information-oriented workplace, the book argues that traditional pedagogy no longer functions in such an environment and that teaching methods that democratize the classroom are in order. The book describes how several strands of learning (cooperative learning, classroom "talk" as a tool for learning, and--for nonnative speakers--interaction in the target language in a non-threatening forum) can be integrated into and implemented in the classroom. Although the activities described in the book are appropriate for use with students 12 and older, many can be adapted for use with younger learners. (NKA)

ED 371 413   CS 508 592

Collard, Teresa Y.
"Hello...Hello? Is Anybody Listening?": Teacher as Listener in the Classroom.
PUB DATE- Mar 94
NOTE- 17p.; Paper presented at the Annual Meeting of the International Listening Association (Boston, MA, March 3-5,

The Management of AIDS in South African Schools.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (Philadelphia, PA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Confidentiality; Disclosure; Educational Policy; Elementary Secondary Education; Foreign Countries; Legal Problems; *Legal Responsibility; *Privacy; *Student Rights; Teacher Student Relationship
IDENTIFIERS- *South Africa

According to the Third National Survey of South African women who attend prenatal clinics, 120,000 more persons are estimated to have become infected with Human Immunodeficiency Virus (HIV) since 1991. This paper compares the teacher-student relationship with that of the confidential doctor-patient relationship, and asks whether a teacher should reveal a student's HIV-infected status to school authorities. Because no case law exists with regard to the management of AIDS in South African schools, existing legislation and case law regarding the medical profession are analyzed. A conclusion is that both common law and case law uphold the notion that the society's interests outweigh the HIV-infected individual's right to privacy. Possible solutions for AIDS management in the schools include: (1) attack poverty; (2) teach students sexual restraint and prevention methods; (3) uphold educators' responsibility to inform in cases of health threats to others; and (4) consolidate legislation and establish detailed departmental provisions for AIDS management in the schools. Contains 31 references. (LMI)

ED 371 433 EA 025 681

Westhuizen, Philip van der; Mentz, Kobus
Organizational Climate in Schools in Black Communities in South Africa: A Validation of the OCDQ-RS.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related document, see EA 025 682.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Factor Analysis; Foreign Countries; *Interprofessional Relationship; *Organizational Climate; Secondary Education; *Teacher Administrator Relationship; Test Reliability; Test Validity
IDENTIFIERS- *South Africa

Prior to April 1, 1993, the education system in South Africa was fragmented along racial lines. Five departments of education existed, each with its own political head. This paper presents findings of a study that examined the organizational climate of the Department of Education and Training, which regulated education for the 10 major black groups (excluding independent states and self-governing states). The study sought to: (1) test the validity and reliability of the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-RS); and (2) determine the openness of the schools' organizational climates. The questionnaire was administered to 684 teachers in 31 students, and an expansion of kindergarten programs. Five tables and endnotes are included. (LMI)

ED 371 452 EA 025 881

Steffy, Betty E.; English, Fenwick W.
The Conceptual Limitations of Systemic Educational Reform.
PUB DATE- May 94
NOTE- 37p.; Paper presented at the International Intervisitation Program of the Ontario Institute of Education and State University of New York-Buffalo (8th, Toronto, Ontario, Canada, May 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Finance; Elementary Secondary Education; Governance; *Holistic Approach; Outcomes of Education; *Politics of Education; *School Restructuring; State Action; *Systems Approach
IDENTIFIERS- Chicago Public Schools IL; Kentucky; Outcome Based Education; *Structuralism; *Systemic Change

The current "third-wave" educational reformers are committed to deeper and more far-reaching school improvement efforts that have been conceived almost totally in structuralist terms. The word "restructuring" often appears in such reforms to signal reformers' intent to institute "systemic" reform. The latter term connotes reformers' determination to engage in "system" reform, as opposed to piecemeal (first- and second-wave) change and embraces the concept of "wholes" or "structures" promoted by structuralism. Using Kentucky and Chicago school reform efforts as examples, this paper argues that reform cast as structuralism has marginalized humans (administrators) as primary action agents and/or change recipients and blinded reformers to the critical role of powerful persons who enable reforms to be politically successful. The structuralist concept of incommensurability is one culprit. Also, "structural change" or "restructuring" rests on assumptions that deny it an empirical base for evaluative purposes. Student achievement outcomes cannot be considered appropriate measures to establish a (currently nonexistent) theory of reform. Shorn of an empirical theory to test, it is impossible to learn from failures. (Includes 45 references.) (MLH)

ED 371 453 EA 025 892

Siegel, Peggy; Byrne, Sandra
Using Quality To Redesign School Systems: The Cutting Edge of Common Sense.
PUB DATE- 94
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Responsibility; Change Strategies; *Educational Change; Elementary Secondary Education; *Organizational Change; *Organizational Climate; *Organizational Development; Organizational Theories; Program Implementation; School Business Relationship

Quality is an important part of the process of managing institutional change. This book focuses on how Total Quality Management (TQM) as a management philosophy translates into practice, both in school systems and corporations. Data were

Summary).
PUB DATE- 93
NOTE- 56p.; Report issued in four volumes and one appendix: volume 1 only also available in French, see EA 025 915-920.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Improvement; Foreign Countries; Junior High Schools; Middle Schools; Program Effectiveness; *Program Implementation; *School Restructuring
IDENTIFIERS- *Ontario

In 1990, the Ontario (Canada) Ministry of Education implemented the Transition Years project, an initiative for restructuring middle-grades education. This French-language document presents findings of a study that identified effective policies and practices used by the pilot schools. Data were derived from: (1) surveys completed by staffs in approximately 325 of the 396 pilot sites in English and French-language schools; (2) a survey of 3,557 students in the 325 schools; and (3) case studies of six participating schools. The educational change is analyzed according to the following dimensions--substance, context, purpose, process, and realities. Findings indicate that teachers were confused about the project's purpose and that sites had varying purposes of scope. Finally, a partnership is needed among teachers, students, and parents for successful implementation. Four figures are included. (LMI)

ED 371 472 EA 025 917

Leithwood, Kenneth; And Others
Years of Transition: Times for Change. A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years. Volume Two: Explaining Variations in Progress.
PUB DATE- 93
NOTE- 142p.; Report issued in four volumes and one appendix: volume 1 only also available in French, see EA 025 915-920.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Improvement; Foreign Countries; Junior High Schools; Middle Schools; Program Effectiveness; *Program Implementation; *School Restructuring
IDENTIFIERS- *Ontario

In 1990, the Ontario Ministry of Education implemented the Transition Years project, an initiative for restructuring middle-grades education. This document presents quantitative findings of a study that identified variations in progress among pilot school sites, with a focus on the commitment-building process. Data were derived from: (1) two surveys completed by teachers and administrators in 350 and 319 pilot sites, respectively; (2) a survey of 3,557 students in 147 out of 152 schools; and (3) a survey of principals at 147 out of 152 schools. Staffs at the pilot sites expressed commitment to the project and high levels of satisfaction. This finding supports the argument that building staff commitment is a crucial task, rather than prematurely focusing on students. Findings identify four significant issues that affect variations in program implementation--project purpose, the substance of changes to be made, leadership, and the role of the family. The following recommendations are made for building program commitment: (1) clarify the major purpose; (2) utilize transformational leadership; and (3) encourage parents and

Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 359p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Federal Aid; *Grants; *High Risk Students; *School Districts; *State Boards of Education
IDENTIFIERS- *Elementary Secondary Education Act Title I; National Education Goals 1990

Chapter 2 of Title I of the Elementary and Secondary Education Act is a formula grant program providing funds for state and local education agencies to improve elementary and secondary education, meet the special educational needs of at-risk/high-cost students, and support innovative school programs. The study describes and evaluates the range of educational improvement activities supported by Chapter 2; documents program administration practices at federal, state, and local levels; highlights program changes since reauthorization in 1988; and discusses policy alternatives leading to program improvement. The report contains extensive case studies of 6 state education agencies (in Vermont, Mississippi, Indiana, Maryland, Colorado, and Texas) and 18 school districts within the 6 study states. A mail survey of all state education agencies and 1,500 school districts was also conducted. Generally, Chapter 2 funds have not spearheaded local/state reforms, but have provided a convenient funding source for already agreed-upon reforms. Although most Chapter 2 states and districts do not target particular groups of students, those that do, serve at-risk/high-cost students. There is no unifying improvement theme. Included are an executive summary, a bibliography of 16 references, and appendices containing regulatory information, the surveys, qualitative analysis codes, local and state Chapter 2 activities, and recommendations for new target areas. (MLH)

ED 371 491 EA 026 055

Smith, Thomas M.; And Others
The Condition of Education, 1994.
PUB DATE- Aug 94
NOTE- 475p.; For 1993 report, see ED 357 513.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Assessment; *Educational Attainment; *Educational Quality; Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; *Outcomes of Education; Postsecondary Education; *School Demography; *School Statistics
IDENTIFIERS- *Educational Indicators

The current status of education for 1994 is presented in the form of education "indicators"--key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The 60 indicators have been divided into 6 areas: (1) access, participation, and progress; (2)

Intervention; Program Development; State Surveys; *Student Characteristics; Student Placement
IDENTIFIERS- *Iowa

The Iowa Behavioral Initiative (IBI) is aimed at improving the capabilities of Iowa schools in meeting the diverse personal, social, and behavioral needs of students with behavioral disorders (BD). This report describes findings from three IBI data gathering activities: (1) historical and current (Spring 1993) statistical data on students with behavior disorders in Iowa; (2) the determination of the status of 138 students with BD returned to Iowa from out-of-state placements; and (3) a survey to determine critical issues in the field of behavioral disorders as perceived by representatives from 15 Area Education Agencies. The data indicate that the number of BD students in Iowa schools increased 43 percent from 1983 to 1993; dropout rates for BD students are 2.5 times those of the total student population; only 27 percent of the students who have BD exited by graduation; of the 138 students with BD who were returned to Iowa for the 1992-93 school year, 67 percent were enrolled in school during Spring 1993, but this dropped to 41 percent by the following Fall; critical issues in the BD field include programming for aggressive/assaultive behavior, concerns regarding subjectivity of eligibility criteria, need for enhanced interagency/parent collaboration, and suspension/expulsion concerns. Appendices contain copies of survey instruments and a list of out-of-state facilities. (JDD)

ED 371 510 EC 303 097

Bailey, Carroll R., Jr.; And Others
An Investigation of Resistance to Teacher Collaboration-- Knowledge with Which To "Fix What's Broken."
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; Cooperative Programs; *Disabilities; Educational Change; *Educational Cooperation; Elementary Secondary Education; *High Risk Students; Problem Solving; *Resistance to Change; *Teacher Attitudes; *Teamwork
IDENTIFIERS- *Teacher Collaboration

This study conducted a literature review concerning the use of teacher collaboration as a problem-solving process intended to provide educational services to students at risk and with disabilities. Various types of resistance to collaborative service delivery were grouped in the following categories: knowledge, skills, and training perceptions of collaboration; administrative involvement; volunteerism; time and scheduling; disincentives and workloads; crisis management; role ambiguity; status quo; funding and resources; students; parents; and preparation, planning, and evaluation. A questionnaire was then developed and used in conducting a survey of 144 teachers and 11 administrators. Findings indicated that educators agreed that involvement with collaboration does not diminish an individual's professional status or result in inferior services to students; teachers need more training to collaborate effectively and need information on instructional modifications used in teacher collaboration; the outcome of collaboration is largely dependent on a teacher's communication skills; and school administrators support collaboration. Respondents felt that collaboration was best used for problem prevention and addressing present problems. The paper concludes that the language sample analysis is applied in the evaluation team process. Appendices contain: (1) the Reference Database, a set of criterion-referenced measures of language performance for children ages 3-13; (2) transcript entry conventions for computer and hand analysis procedures; (3) a list of approximately 50 resources for further information; (4) glossary of terms; (5) information on cost-effectiveness of LSA; (6) sample case studies; and (7) materials on how to meet the needs of linguistically and culturally diverse children. References accompany most sections. (JDD)

ED 371 529   EC 303 116

Bloom, Barbara
Child Disability: A Study of Three Families.
PUB DATE- May 93
NOTE- 306p.; For a summary of the study, see EC 303 117.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; Case Studies; *Child Rearing; *Coping; Elementary Secondary Education; Family Relationship; Foreign Countries; *Human Services; Interviews; *Mental Retardation; Observation; *Parent Attitudes; *Parent Child Relationship; Qualitative Research; Questionnaires; Stress Variables

This qualitative study used questionnaires, interviews, and observations to assess what having children with disabilities means to three families. The disabilities include severe mental retardation and seizure disorder, Down syndrome, and neurofibromatosis. Interview data were categorized into the following five areas: the children, stress/anxiety, services, personal comments, and survival strategies. Data from MAPS (McGill Action Planning System) planning sessions with the three families are also provided. Results indicate that these families of disabled children do all the things that families ordinarily do to help their children grow and develop, but they do these things more intensely and for a longer period of time. Of particular note for these families was the intensity of the illness(es) of their children and the level and intensity of family interactions with health care professionals. Each family had many interactions, as well, with several other service delivery agencies. While many professionals provided positive, appropriate, and responsive service, each family also experienced very negative non-service from some professionals. Recommendations are offered concerning attitudes, policies, and service provision. Appendices contain interview questions, interview data, questionnaires, and tables of questionnaire data. (Contains 17 references and a bibliography of 39 items.) (JDD)

ED 371 530   EC 303 117

Bloom, Barbara
Child Disability: A Study of Three Families (Summary).
PUB DATE- 93
NOTE- 16p.; For the complete study, see EC 303 116.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070)
DESCRIPTORS- Anxiety; Attitude Change; Case Studies; *Child Rearing; Coping; Delivery Systems; Elementary Secondary Education; Family Relationship; Foreign Countries; *Human Services; *Mental Retardation; *Parent Attitudes; Parent Child Relationship; Policy Formation; Qualitative Research; Stress

Attitudes towards, Preferences for, and Knowledge of Computers among Gifted and Average Junior High Children.
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Attitudes; *Computers; Computer Software; Foreign Countries; *Gifted; Junior High Schools; Junior High School Students; *Knowledge Level; Sex Differences; *Student Attitudes; Student Characteristics; Surveys
IDENTIFIERS- Alberta (Calgary)

A descriptive study was conducted in three junior high schools in Calgary (Alberta) to examine: (1) student attitudes toward computers, (2) student preferences for different kinds of software, and (3) student knowledge of computers and computer applications. Subjects (n=157) completed a survey designed to evaluate their attitudes and knowledge level. Findings indicated the following: more boys than girls reported feeling comfortable using computers; the gifted respondents reported enjoying computers more and finding them more useful; more boys than girls reported not having used the listed software; gifted students preferred the BASIC programming language whereas average students preferred LOGO; average children scored higher than gifted children on knowledge of hardware and software concepts; and boys scored higher than girls on hardware concepts. (DB)

ED 371 551 EC 303 139

Smyth, Elizabeth
"Where Are the Wise Women?" A Reflection on the Issues Surrounding the Educational Experience of Gifted Girls.
PUB DATE- Sep 92
NOTE- 9p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biological Influences; Career Exploration; *Classroom Techniques; Counseling Techniques; *Counselor Role; Cultural Influences; Elementary Secondary Education; Environmental Influences; *Females; Foreign Countries; *Gifted; Personality Traits; Psychological Patterns; Self Concept; Sex Role; *Underachievement

Because gifted girls so often fail to achieve their potential, they require specialized programming and counseling. Three factors in this longstanding pattern of underachievement and associated issues are: (1) biological (girls lack the innate ability to achieve); (2) environmental (aspects of the environment do not encourage female achievement); and (3) psychological (girls' personalities inhibit their achievement). Counseling, both formal and informal, can be critical in helping girls to recognize and address sex role stereotypes. Counseling can also serve as a positive force in the development of gifted girls' self concept and be instrumental in identifying mentors with whom girls can explore careers and lifestyles. Nine specific suggestions for teachers are offered. (Contains 46 references and resources.) (DB)

ED 371 552 EC 303 140

Wees, Janet

English-as-a-Second-Language reading to limited-English-proficient elementary school students is described, focusing on the teacher's discovery process as well as the students' progress. The students were 23 native Spanish-speaking first-graders in a self-contained bilingual education class with generally high achievement levels and parents who were involved in their schooling. The children sang in English from the first day of class, and sang daily as part of the curriculum, both in their own class and with a native-English-speaking class. Spanish-language songs were also incorporated. Often, the words to the song were indicated as it was being sung. Despite the songs' simplicity, students initially had difficulty pronouncing English words. However, they responded well to music and liked to dance to it. Background music was provided during some science and math activities. Other music, rhythm, and rhyming activities were popular with the children. Some songs involved counting, spelling, and eventually, reading of lyrics. The exercises were found to be very useful in encouraging literacy skills, minimizing stuttering, involving a new student, and supporting participation of all students. Some songs and related materials are appended. (MSE)

ED 371 572 FL 022 043

Tickoo, M. L.
Simplification: Theory and Application. Anthology Series 31.
PUB DATE- 93
NOTE- 254p.; For individual articles, see FL 022 044-057.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Media; *Educational Strategies; English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; Language Attitudes; Language Research; Language Tests; Language Usage; *Media Adaptation; *Second Language Instruction; *Second Language Learning; Teaching Methods; Testing; Theory Practice Relationship
IDENTIFIERS- Fossilized Language; Philippines; *Simplification (Language)

This collection of 14 articles look at the issues in theory and application that arise in the use of simplification in language pedagogy. Articles include the following: (1) "Simplification in Pedagogy" (Christopher Brumfit); (2) "Simplification" (H. V. George); (3) "Fossilization as Simplification?" (Larry Selinker); (4) "Modifications that Preserve Language and Content" (Michael H. Long and Steven Ross); (5) "Naturally Simplified Input, Comprehension, and Second Language Acquisition" (Rod Ellis); (6) "What's Simple in Simplified Language?" (Kenneth S. Goodman and David Freeman); (7) "Teaching Casual Conversation: The Issue of Simplification" (Diana Slade and Rod Gardner); (8) "Simply Defining: Constructing a Dictionary of Language Testing" (Alan Davies); (9) "Simplification in Student Writing" (A. Chandrasegaran); (10) "Responding to Task Difficulty: What Is Involved in Adjusting the Relationship Between Learners and Learning Experiences?" (John Honeyfield); (11) "Do Simplified Texts Simplify Language Comprehension for ESL Learners?" (Heather Lotherington-Woloszyn); (12) "Teaching and Learning Simplification Strategies in a Philippine Classroom: A Pilot Study" (Bonifacio P. Sibayan, Ma. Lourdes S. Batista, Andrew Gonzalez); (13) "Measuring Readiness for Simplified Material: A Test of the First 1,000 Words of English" (Paul Nation); (14) "Appendix: Simplification: A Viewpoint in Outline" (Makhan L. Tickoo). (MDM)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Decentralization; Educational Administration; Educational Legislation; *Educational Policy; Employment Programs; Federal Legislation; Foreign Countries; *Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; *Public Policy; School Restructuring; Secondary Education; *Vocational Education
IDENTIFIERS- *Chile

From 1976 to 1983 major reforms were enacted in Chile in the vocational training systems, based on four principles: decentralization, integration, diversification, and participation. The vocational training system in Chile is a legally established, market-oriented system in which many private training agencies compete to sell their services to private firms and government-sponsored public training programs. Private firms decide the amount and kind of training they want to buy; government subsidizes firm-based training programs through tax rebates and finances public training programs for workers without access to training in private firms. Enacted in 1976, the Vocational Training and Employment Statute stresses market forces in the delivery of vocational training services. Five types of public training programs are offered under the training and employment statute: vocational training grants, adult workers retraining programs, training program for low-income female workers, youth training program, and apprenticeship program. Evaluation of the training system performance provides evidence that decentralization of demand decisions to the level of individual firms has brought training supply much nearer to local labor market demand; enhanced the capability of the system to respond flexibly to local needs. Efficiency in terms of unit cost reduction and local relevance have not yet been fully achieved. (YLB)

ED 371 118 CE 066 003

Lundberg, David
Decentralization of Public Vocational Training in New Zealand and Two Australian States. Training Policy Study No. 9.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Decentralization; *Educational Administration; Educational Finance; Foreign Countries; Institutional Autonomy; Job Training; Organizational Change; Postsecondary Education; School Restructuring; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia; Australia (New South Wales); Australia (Victoria); *New Zealand

Approaches to decentralization of public vocational education and training in New Zealand, New South Wales (NSW), and Victoria (Australia) were compared. The national training reform agenda and establishment of the Australian National Training Authority (ANTA) provided the national context for and influenced the direction of developments within NSW and Victoria. New Zealand's policy approaches were broadly similar in thrust and direction. In each jurisdiction, decentralization of management of inputs into public vocational education and training was combined with new forms of accountability. Technical and Further Education (TAFE) in NSW and Victoria had substantial networking arrangements for curriculum development. In New designed to assist vocational administrators in their activities with regard to the following: the vision, mission, philosophy of vocational education (VE); occupational competencies; competency-based VE; articulation; advisory councils; integration of academic education and VE; special populations; equity; and resources. The guide's largest section consists of six planning manuals that are designed to assist local school district planners in developing curricula in the following areas: agricultural, business, health occupations, home economics, industrial, and marketing education. The manuals present information and guidance regarding such aspects of program development as the following: developing mission/philosophy and goal statements, constructing a systematic curriculum model, selecting delivery models, sequencing learning outcomes, developing sequential units of instruction, selecting potential course titles, writing model course descriptions, identifying the components of quality programs, identifying instructor resources, meeting state standards, and encouraging participation in vocational student organizations (VSOs) and integrating the activities of VSOs into the curriculum. (MN)

ED 371 137 CE 066 538

Fretwell, David; Pritz, Sandra
Occupational Standards and Certification: Past-Current-Future Trends in the United States.
PUB DATE- 24 Jun 94
NOTE- 15p.; Paper presented at the International Conference of the International Research Network for Training and Development (3rd, Milan, Italy, June 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Basic Skills; *Competency Based Education; Educational Certificates; Employment Potential; Federal Legislation; *Job Skills; *Labor Force Development; Postsecondary Education; Secondary Education; *Standards; *Student Certification; Vocational Education

The heritage and history of the United States have influenced its consistent tendency toward voluntary adoption of standards achieved by consensus and toward guidelines rather than regulations. Major initiatives have continued to move toward a systematic, if not a centralized or standardized, approach. Over the past 20 years, varying degrees of emphasis have been put on one or another of the skills--occupational, basic or general education, and general employability--that are combined in "work." The trend toward competency-based education makes it possible for occupational standards and certifications to be placed within a consistent theoretical framework. Such programs are flexible, amenable to change, and accessible; they incorporate a mix of skills. Current initiatives continue to address and integrate development of occupational, basic, and employability skills in an outcome-based approach that relates a standard to the desired outcome and provides for realistic flexibility in how the outcome is achieved. Occupational standards are the accountability tool that can drive a very adaptable system and keep it on target. Current initiatives include industry's responses to demographic and structural change, government involvement of all stakeholders through grants to develop national skill standards, and critical interrelated federal legislative initiatives. Economic progress is dependent not only on the setting of the standards but on

LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Behavioral Objectives; *Business Education; *Competency Based Education; *Economics; *International Trade; International Trade Vocabulary; Learning Activities; *Marketing; *Monetary Systems; Secondary Education

This set of student and teacher guides is intended for use in a course to prepare students for entry-level employment in such occupational areas in international trade as business/finance, communications, logistics, and marketing. The following topics are covered in the course's five instructional units: introduction to careers in international trade, international trade regions, international economics and finance, import/export basics, and international marketing. The teacher's guide contains guidelines for using the curriculum guide, a competency profile, instructional/task analysis, academic and workplace skill classifications and definitions, a 36-item reference list, and the following materials for use in presenting the five instructional units: suggested activities, answers to the assignment and written tests, written test, unit evaluation forms, teacher supplements, and transparency masters. Included in each unit of the student guide are an objective sheet, information sheets, student supplements, and assignment sheets. (MN)

ED 371 157 CE 066 615

Kaltwasser, Stan; And Others
Basic Wiring. Second Edition.
PUB DATE- 94
NOTE- 1,161p.; For related curriculum guides, see CE 066 616-617.
LANGUAGE- English
EDRS Price- MF09 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; *Competency Based Education; *Electrical Occupations; *Electric Circuits; *Electricity; Equipment Utilization; Evaluation Criteria; *Job Skills; Learning Activities; Mathematics Skills; Safety; Secondary Education; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- *Electrical Wiring

This guide is designed to assist teachers conducting a foundation course to prepare students for additional courses of training for entry-level employment in either the residential or commercial and industrial wiring trades. Included in the guide are 17 instructional units and the following sections of information for teachers: guidelines in using the unit components; competency profile; instructional/task analysis; list of related academic and workplace skills; list of tools, equipment, and materials required to complete the assignment/job sheets; a 37-item reference list; and a glossary. The following topics are covered in the instructional units: occupational introduction, general safety and first aid, electrical safety, hand tools, specialty tools and equipment, using trade information, basic equipment, basic theory, direct current circuits, alternating current circuits, wiring methods, conductors, low voltage wiring, overcurrent protection, load centers and safety switches, existing structures, and related mathematics and measuring. Each unit contains some or all of employers should become involved it. The second section provides guidelines to the role of industry in Skill New Zealand. Information is included on what role industry plays, what Industry Training Organizations (ITOs) do, how ITOs develop training programs and how they are funded, the role of apprenticeships, and how to find out if a particular industry is covered by an ITO. In the third section, the National Qualifications Framework is discussed. Information is provided on how the framework operates and on Skill Pathways and Skill Start, two approaches that can be used to phase in skill training. The final section discusses how Skill New Zealand is presently being implemented. A list of approved ITOs is included. (KC)

ED 371 176 CE 066 647

Unit Standards Catalogue. Unit Standards and Qualifications Registered on the National Qualifications Framework to March 1994.
PUB DATE- Apr 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Standards; Certification; *Credentials; Developed Nations; *Employment Qualifications; Foreign Countries; *Job Skills; *Job Training; Postsecondary Education; Secondary Education
IDENTIFIERS- *National Qualifications Framework (New Zealand)

This booklet includes the latest list of unit standards and qualifications registered on the New Zealand National Qualifications Framework to April 1994. Unit standards registered on the framework can be offered by private and government training establishments, polytechnics, colleges of education, and schools. This list of registered unit standards is arranged in the following order: field (general area of education; for example, business and financial services); subfield; domain and title; unit standard number; and level and credit rating. The framework has eight levels to which all unit standards and qualifications are assigned. Each unit standard is worth a certain number of credits depending on its size and the skills and knowledge required. The first section of the booklet lists the qualifications registered on the National Qualifications Framework for the following programs: National certificates in dairy manufacturing, journalism, automotive engineering, entry to automotive trades, service station sales, and vehicle sales; and national diploma in journalism. The main section of the booklet contains unit standards for the following fields: agriculture, forestry, and fisheries; arts and crafts; business and financial services; community and social services; computing; core generic; engineering and technology; health; humanities; law and security; manufacturing; planning and construction; sciences; and service sector. A final section lists standard-setters by name and address; indexes unit standards by number, by domain, and by advisory group; and includes a unit standards order form. (KC)

ED 371 177 CE 066 648

Baldus, Lorayne; Nelson, Orville
Wisconsin Technical College System Equity Staff Development

Chapter 2 summarizes states' progress in developing and implementing a system of performance measures and standards, explores progress at the local level in implementing these systems, and discusses the current status of performance measures and standards. Chapter 3 describes federal efforts to develop voluntary national skill standards and measures, proposes a taxonomy of skill standards, and examines advantages and disadvantages of industry skill standards and measures. Chapters 4-6 examine development and implementation of school-to-work transition reforms at state and local levels. Chapter 4 on integration of academic and vocational curricula describes secondary and postsecondary efforts, assesses the scope and impact of integration, and examines the effectiveness of integrated approaches. Chapter 5 examines implementation of tech prep programs and assesses their scope and impact. Chapter 6 on work experience programs describes cooperative education, youth apprenticeships, and school-based enterprises and examines their effectiveness. Endnotes follow each chapter. Appendixes include data tables, graphs, and definitions. (YLB)

ED 371 194   CE 066 678

Hudson, Lisa
National Assessment of Vocational Education. Final Report to Congress. Volume IV. Access to Programs and Services for Special Populations.
PUB DATE- Jul 94
NOTE- 209p.; For the interim report, see ED 369 929; for other volumes in this series, see CE 066 675-679.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Adult Education; *American Indians; *Correctional Education; Displaced Homemakers; Educational Assessment; Educational Change; Educational Development; Educational Legislation; Federal Legislation; Minority Groups; Nontraditional Occupations; One Parent Family; Postsecondary Education; Program Effectiveness; Program Evaluation; Role of Education; Secondary Education; *Sex Fairness; *Special Needs Students; Student Organizations; Student Participation; Unwed Mothers; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This document, the fourth of five volumes that comprise the final report of the National Assessment of Vocational Education focuses on programs and services provided for special population groups targeted by the 1990 Perkins Act. Chapter 1 assesses the extent to which states and localities are fulfilling responsibilities concerning special population students, reviews the extent to which localities involve this population in Perkins activities, and examines supplemental services localities provide. Chapter 2 examines Perkins Act programs for sex equity and single parents, single pregnant women, and displaced homemakers. It explores the concentration and targeting of funds, activities and services offered by localities, the Perkins Act's effects on service provision, and state sex equity administrator's views on effects of the Perkins Act. Chapter 3 provides an overview of the Native American population and the 38 tribally run programs receiving Perkins funds and summarizes case studies of 5 funded sites. Chapter 4 provides an overview of the correctional population and of education issues concerning this population and examines allocation and uses of Perkins funds in programs for juvenile and adult criminal offenders. Chapter 5 reviews the extent to which minority students participate in secondary and

NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Business Administration; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Human Resources; *On the Job Training; *Organizational Development; *Quality of Working Life; *Work Attitudes; Work Environment
IDENTIFIERS- Maquiladoras

This document contains the following 26 papers presented at the first Academy of Human Resource Development (HRD) Conference: "Management as a Service to Internal Customers" (Antonioni); "Developing Texas State Agency Executives for the Learning Organizations" (Bales); "How Executive Businesswomen Develop and Function in Male-Dominated Organizational Culture" (Bierema); "Union Leaders' Attitudes towards Responsibilities for Training" (Black, Robinson, Trivette); "Quality Shock: Cross-Functional Commitment at Motorola" (Browning, Weick, Powers); "The Maquiladora Industry: An Analysis on Voluntary Turnover" (Huerta); "New Employee Adaptation to the Workplace: A Learning Perspective" (Copeland, Wiswell); "An Organizational Strategy for Professional Ethics" (Dean); "Learning from Life-Experiences to Cope with Change: The Case of Top Managers in Public Service Enterprise" (Finger); "Russian Organization Development from a Russian Perspective" (Geroy, Carroll); "Organizational Factors Relating to Employee Acceptance of Peer Rating in Industrial Organizations" (Geroy, Wright); "Organizational and Occupational Cultures: A Comparative Inquiry through Organizational Stories" (Hansen, Kahnweiler); "The Development of a Cognitive Learning Style Instrument and the Investigation of Foundational Common Cognitive Constructs" (Hardy); "The Relationship between Total Quality Management and Job Satisfaction in the Maquiladora Industry" (Limon); "New Employee Development Tactics: Availability, Perceived Helplessness, and Relationship to Job Attitudes" (Holton); "Structuring On-the-Job Training: Part 1--Background and Research Design" (DeJong, Versloot); "Balancing Act; Temporary Employment in Women's Careers" (Jackle); "A Comparison of Trainer Opinions of Twenty Training Methods" (Kaupin); "Political Scripts: An Exploration into How Human Resource Developers Gain Influence" (Kirk, Shoemaker); "The Identification and Evaluation of Dimensions of Managerial Success for Different Levels of Management" (Loubser, de Jager); "The Learning Organization: An Integrative Vision for HRD" (Marsick, Watkins); "Community Change: Review and Implications of Several Change Models to Human Resource Development" (Moore); "Irrational Organizations and Implications for Systemic Culture Change Initiatives: A Case Study" (Pierson, Brooks); "Supporting Employees' Learning Transfer: The Role of the Manager and the Organization" (Preskill, Kusy); "The Theory/Practice Conflicts of Needs Assesment" (Sleezer, Bjorkquist, Leimbach); "Triangulation in Human Resource Development: A Case Study in a Public Agency" (Umble); and "Design and Development of an Assessment of Readiness for Training: The START Strategic Assessment of Readiness for Training ." (Weinstein et al.). (KC)

ED 371 214 CE 066 724

Cascio, Wayne F.
Documenting Training Effectiveness in Terms of Worker Performance and Adaptability. EQW Working Paper WP23.
SPONS. AGENCY- Office of Educational Research and Improvement

(Hovels, van der Meijs, van Zeijts); "Decentralisation, Territory, and Vocational Training Policy" (Artiles); "Training, Work Organization and Territorial Effects: The Case of a Motor Vehicle Supplier" (Zygmunt); "Vocational Training and Regions: Changes in Categories of Interpretation and Types of Action" (Capecchi); and "Vocational Training and Regional Development; Brief Retrospective" (Pierret). Also included are the following: an 18-item annotated bibliography of publications about VT and regional development; descriptions of EC activities and international cooperation related to VT and employment; and descriptions of the existing systems of VT in each of the 11 EC member states. (MN)

ED 371 232 CE 066 765

Ekinsmyth, Carol; Bynner, John
The Basic Skills of Young Adults. Some Findings from the 1970 British Cohort Study.
SPONS. AGENCY- Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- Feb 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Basic Skills; *Educational Attainment; Education Work Relationship; *Employment Patterns; Family Characteristics; Foreign Countries; Longitudinal Studies; National Surveys; *Numeracy; Questionnaires; Tables (Data); *Young Adults
IDENTIFIERS- British Cohort Study 1970; *Great Britain

A representative sample of 1,650 members of the 1970 British Cohort Study were surveyed at the age of 21 (in 1992) to gather information on their education, training, and employment experiences after the age of 16 and their self-assessed literacy and numeracy. Respondents also completed a half-hour assessment of their literacy and numeracy skills. Twelve percent of respondents reported problems with either reading, writing/spelling, or numeracy. Of those assessed, 19% and 55% failed to get beyond the foundation levels in literacy and numeracy, respectively. Among common problems detected were difficulties reading letters and forms, working out data and prices, and keeping accounts. Poor performance in the literacy and numeracy assessment was associated with family backgrounds in unskilled labor and parents who had failed to gain any educational qualifications. Among males, poor literacy/numeracy was also associated with higher rates of unemployment. Among females, poor literacy/numeracy was associated with holding a number of different jobs and then exiting the labor market frequently to have children. Persons reporting literacy/numeracy problems tended to have poorer self-images and less success in achieving educational progress and occupational success. (Thirty-four tables/figures are included. Appended are information on the survey sample, interview questions, and literacy and numeracy assessment instrument.) (MN)

ED 371 233 CE 066 766

Between the Lines. A Basic Skills Newspaper Pack.
PUB DATE- Jan 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

schools to remote bush communities, as well as the many multicultural issues found in Alaska, when combined with the changing American society led to the development of this statewide counseling and guidance plan. The goal of this plan is to provide comprehensive and systematic counseling programs that are on-going, especially at the elementary level. The program guide describes in detail the needs to be met and the services to be provided through the Alaska School Counseling Program. The program definition states the needs as: (1) acquire and apply knowledge of self and others; (2) develop competencies in career/life planning; and (3) achieve educational success. The program definition also lists four areas of core services: (1) personal and career development curriculum; (2) individual student planning; (3) responsive services; and (4) systems support. The manual provides a detailed step-by-step description of the counseling program, focusing on both support components, e.g., budget and facilities, and program components, e.g., personal curriculum and student planning. The chapters are divided into an overview, components, implementation, scope and sequence, needs assessment, roles and responsibilities, program evaluation, and appendices. (KM)

ED 371 252   CG 025 386

Substance Abuse Prevention and Intervention: Year-Three Study: Intervention Services. OREA Report.
PUB DATE- Mar 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; *Counseling; Elementary Secondary Education; *Intervention; Public Schools; School Surveys; *Substance Abuse; Surveys; *Urban Education
IDENTIFIERS- New York City Board of Education

This report presents the findings of the third year of a three-year study of Substance Abuse Prevention and Intervention (SAPIS) programs in New York City public schools. The first part of the final-year study was a survey of students previously contacted. The second part was a qualitative study of students receiving counseling. The goals of the three years of studies were to better understand: (1) the lives of at-risk students; (2) the intervention process; and (3) the impact of intervention on students' lives. Counseling had a positive impact on the majority of students. They reported improved academic performance during the second year of counseling, as well as improvement in handling their personal lives. Students were asked to report on the successful and difficult characteristics of the intervention programs. Reported benefits include the following: (1) trust and respect between counselor and student; (2) ability to express difficult feelings; (3) healthier friendships; and (4) a sense of empowerment induced by a better understanding of what can and cannot be changed in their lives. The problems with intervention as perceived by the students were: (1) sharing painful feelings; (2) confronting problems and accepting limitations; (3) scheduling and time constraints; and (4) involuntary termination of counseling. (KM)

ED 371 253   CG 025 388

Liu, Liang Y.; Fredlund, Eric V.
Texas School Survey of Substance Abuse: Grades 7-12. 1992.
PUB DATE- Jun 93

Survival and Coping Beliefs subscale, which measures one's hope and optimism for the future. (RJM)

ED 371 271 CG 025 499

Schuster, Diane Tickton
Legacies and Lessons: Insights from Longitudinal Studies of Educated Women.
PUB DATE- Aug 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Development; *Females; Interdisciplinary Approach; *Longitudinal Studies; *Psychological Studies; *Research Design; Research Methodology; Research Problems
IDENTIFIERS- Womens Lives Through Time

Postmodern, multicultural, and feminist critiques of psychology have changed how longitudinal researchers construct their inquiries and frame their data. Also the new scholarship brings to the longitudinal investigation perspectives from other disciplines including sociology, anthropology, and history, among others. The book used as a framework for this discussion, "Women's Lives Through Time," is an assembly of different studies, thus providing perspective on the changing discipline of longitudinal research. Many studies on women were out of print and there was an absence of interdisciplinary dialogue about women's adult development. Some broad themes weaving together all the studies are: (1) all of the women studied had attended college; (2) strong evidence existed for increased well-being and feelings of competence in women as they mature; and (3) all the women were affected by role socialization and gender discrimination. The studies included in the book indicated that longitudinal methodologies have diversified over the years. More subjective and context-sensitive methods were incorporated; some caution needs to be taken to ensure that the research retains analysis of measurable data. Another methodological challenge has to do with incorporating issues of socio-historical context into lifespan research. Incorporating subjective and contextual material is the wave of the future in life studies research. (CC)

ED 371 272 CG 025 500

Curtis, Michael J.; Hunley, Sawyer A.
Minority and Non-Minority Undergraduate Psychology Majors' Familiarity with School Psychology and Factors in Their Selection of Graduate Schools.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Cultural Differences; *Educational Psychology; Ethnic Groups; *Graduate Study; Higher Education; *Majors (Students); Minority Groups; Psychologists; *Psychology; Racial Differences; School Counseling; *School Counselors; *School Psychologists; Student Interests;

The Role of Metacognition in Reading Comprehension: Implications for Instruction. Literacy Research Report No. 19.
PUB DATE- Jun 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Elementary Education; Learning Strategies; *Metacognition; *Reading Comprehension; *Reading Instruction; Research Needs; Teacher Role

Metacognition has received recent attention by researchers and teachers alike because of the possibilities for successful instruction and intervention for readers at all levels. This paper explores the area of metacognition as it relates specifically to reading comprehension. The paper addresses six areas: (1) the definitions of metacognition, metacomprehension and metalinguistic awareness; (2) the significance of metacognition in the cognitive processing of written text by good and poor readers; (3) the teacher's role in developing metacognitive abilities; (4) specific strategies that have successfully increased metacognitive skills; (5) ideas for assessing metacognitive abilities both for research and instruction purposes; and (6) recommendations for future study of the role metacognition plays within the reading process. Contains 87 references. (RS)

ED 371 292 CS 011 721

Ewing, Guy
Don't Talk to Me about Vowels: A Resource Book for Sounding Out Words Based on the Experience of Community Literacy Programs in and around Metro Toronto.
PUB DATE- 94
NOTE- 114p.; Prepared for the Metro Toronto Movement for Literacy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Community Programs; Definitions; Foreign Countries; *Literacy Education; Phoneme Grapheme Correspondence; *Phonics; *Reading Instruction; Tutors
IDENTIFIERS- *Literacy as a Social Process; *Ontario (Toronto)

Presenting an overview of phonics work in community literacy programs in metro Toronto, Ontario, Canada, this book enables new tutors and facilitators to learn how to think about and do the kinds of phonics work that is used by experienced tutors and facilitators in the community programs. The first chapter of the book discusses the history of past battles over the role of phonics in community literacy work, and presents a broad definition of phonics. The second chapter presents a framework for thinking about how phonics information is learned. The third chapter describes three basic techniques for doing phonics work--Working Idea Boxes, case studies, and Tutor Training Exercises. The fourth chapter discusses how tutors and facilitators can use phonics work to help learners become progressively more independent readers. The conclusion to the book assesses the contribution of community literacy work in the metro Toronto area to the understanding of phonics. Appendix 1 presents detailed information about sequencing phonics work and Appendix 2 includes an interview with Brenda

William Carlos Williams did. Non-visually informative text (such as a memo warning of serious design flaws in the "O" rings of the space shuttle's solid rocket boosters) can be rewritten to demonstrate the "laws" of visual design. Significant information on the design problem "hidden" in the memo can be made clear using elements of visual design. Technical writers should be concerned about the intended purpose of the artifacts they create and their ultimate effects on society. (Contains 26 references, a figure of a camouflaged moth, the original memo, and the rewritten memo.) (RS)

ED 371 312   CS 011 741

Sundberg, Robert Eric
Teaching Spelling and Vocabulary to At Risk Students Utilizing the Musical/Rhythmic Intelligence.
PUB DATE- May 94
NOTE- 54p.; M.S. Thesis, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 7; *High Risk Students; *Instructional Effectiveness; Junior High Schools; Middle Schools; *Music; Reading Research; *Spelling Instruction; *Vocabulary Development
IDENTIFIERS- California (Marin County)

This study examined non-traditional methods in teaching spelling and vocabulary using music and rhythm in instruction. Subjects were 4 at-risk students in a class of 29 students in a seventh-grade classroom at a middle school in Marin County, California. A musical component was added to instruction as part of the seventh-grade students' processing spelling and vocabulary words. Differences in learning styles, preferences, and degree of comprehension were noted. Results indicated that instruction using music had no effect on students' test scores. While the results showed no effect, it is important to consider changing instruction to include music and other ways of learning for students not served by traditional methods of instruction. (Contains 24 references. An appendix presents word unscrambling tasks and matching tasks.) (Author/RS)

ED 371 313   CS 011 742

Putzi, Simone
Phonics in a Meaning Based Instructional Program.
PUB DATE- May 93
NOTE- 33p.; M.S. Thesis, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Grade 1; *Instructional Effectiveness; *Phonics; Primary Education; Reading Achievement; Reading Research; Reading Strategies; *Whole Language Approach
IDENTIFIERS- Direct Instruction

A study examined the position of phonics instruction or direct skill instruction within the context of a whole language, meaning-based approach to reading instruction. A total of 22 first-grade students participated--12 students received instruction in phonics while 10 followed a meaning based curriculum. All were administered a phonics test and a reading test. Results indicated an increase in both groups' phonics scores and a slight increase in reading scores with the group that had no phonics instruction. (Contains 14 references and 2 tables of data. A sample phonics test and a sample reading test related themes of identity, responsibility, and practice. The essays in the book discuss how whole language is defined, and how its practitioners come to define themselves; how whole language teachers act upon their identities through being informed, responsive, and accountable; and how identity and responsibility work together to inform daily practice in the classroom. After "Introduction: Three Themes" (Richard J. Meyer and Alan D. Flurkey), the essays in the book are: (1) "Many Cultures, Many Voices" (Dorothy Watson); (2) "I Hear Voices" (Judith Wells Lindfors); (3) "Whole Language Assessment and Evaluation: Connecting with Parents" (Norma Mickelson); (4) "Research about Whole Language; Research for Whole Language" (Carole Edelsky); (5) "Patriotic Literacy: The Intersection of Whole Language Philosophy and the Bill of Rights" (Patrick Shannon); (6) "The Bible and Whole Language" (Adrian Peetoom); (7) "The Myths and Realities of Whole Language: An Educational Movement at Risk" (David B. Doake); (8) "Moving toward a Literature-Based Curriculum: Problems and Possibilities" (Kathy G. Short); (9) "Spelling for the Whole Language Classroom" (Ethel Buchanan); (10) "Understanding and Educating Attention-Deficit Students: A Systems-Theory, Whole Language Perspective" (Constance Weaver); (11) "Whole Language Principles for Bilingual Learners" (David Freeman and Yvonne Freeman); (12) "One among Many: A Multicultural, Multilingual Perspective" (Yetta M. Goodman); (13) "Beginning Literacy in English in a Whole Language Bilingual Program" (Sarah Hudelson and Irene Alicia Serna); (14) "Providing Time for Flowers: A Curriculum Vision for the Twenty-First Century" (Mary Kenner Glover); (15) "The Triumphs and Tribulations of a Whole Language Teacher" (Wendy Hood); (16) "Booksharing: Teachers and Parents Reading to Deaf Children" (Carolyn Ewoldt); (17) "Written Dialogue with Young Children: Making Writing Live" (Nigel Hall); and (18) "Max Beltmann: The Many Voices of Teacher Change" (Rudi Engbrecht). (RS)

ED 371 333   CS 011 762

McCabe, Don
Is Professor AVKO Right? A Challenge to Educators and Educational Researchers at Every Level.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; English; *Illiteracy; *Phonics; *Reading Instruction; *Spelling; Spelling Instruction; Word Recognition
IDENTIFIERS- Spelling Reform

Arguing that following some simple concepts can drastically reduce the rate of illiteracy, this booklet maintains that the extent of the literacy problem is teacher-induced and can be reversed by the systematic teaching of the phonics of the English language. The booklet argues that students in grades 1-3 are just beginning to learn how to read and that teachers in grades 4 and up should be taught that they must recognize specific reading problems and how to teach the reading of and the spelling and the meaning/s of those words that contain these special problems. The booklet includes a test that anyone can use to validate "Professor AVKO's" arguments--mark the easier word to read, spell, teach, and learn among 10 pairs of words. The booklet then discusses simple words (with a base of one syllable) and "power" words (with a base of more than one their own exclusion from such a discussion. Perhaps they want to give them the power to speak but fear exclusion should they give them the power to speak to each other in their own discourse. How does the reader respond to a Native American who has written a narrative about herding sheep, unless he or she tells her own story? Is the educator or the student willing to exchange story for story with the Native American? (TB)

ED 371 354 CS 214 357

Merrill, Yvonne
Elizabeth Cary and the Social Construction of Female Subjectivity.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; English Literature; *Females; Higher Education; Self Concept; *Seventeenth Century Literature; *Sex Role
IDENTIFIERS- *Cary (Elizabeth); *Identity Formation; Rhetorical Strategies; Roman Catholic Church

As the development of an individual's identity may be linked to the opportunity to write or to construct knowledge through participation in social dialogue, women historically have lacked self awareness. The 17th century British writer Elizabeth Cary illustrates the rhetorical difficulties that women face in appropriating dominant discourses to confront constructions of female identity and restrictions on their speech. "The Tragedie of Miriam" and "History of the Life, Reign, and Death of Edward II" reveal their author's conflicted personality. Cary is torn between her need to acknowledge Catholic cosmology (a fundamental order conceived of and promulgated by men) and her own attempt to recognize the constructedness of this order. She is further torn between the domestic identity that her culture has assigned to her and the identity she has constructed for herself, that of author and recusant; her socially mandated role as silent and obedient wife represses her need to write and profess her faith. Such dualities take the following manifestations in her texts: (1) her texts externalize a repressed sense of self; (2) she can use only covert rhetorical strategies to confront the powerful social authorities pitted against her; (3) her metadiscourse reveals her subservient female voice. Her texts finally remain ambivalent about the ability of women to respond to the social constructions of women; and they demonstrate a lack of confidence in the authority of female speech and knowledge. (TB)

ED 371 355 CS 214 358

Gaillet, Lynee Lewis
Improving the Powers of Taste: An Historical Case for Using Literature To Teach Composition.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

African-American, English, and Cuban) celebrate with food, this book presents a brief account of various celebrations followed by a short story involving each celebration. Celebrations discussed in the book are family parties, birthday parties, school parties, surprise parties, and bon voyage parties. The book concludes with recipes based on stories in the book, recipes suitable for the children to help prepare. (RS)

ED 371 373 CS 214 377

Hajek, Ellen
The "How To Write" Book: A Step-by-Step Guide to Writing Friendly Letters and Business Letters, Book Reports, Formal Reports, Essays, Poetry, and Short Stories.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Audience Awareness; Elementary Education; Language Usage; Letters (Correspondence); Skill Development; *Writing (Composition); Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- Writing Contexts

This book presents the essentials of good writing in an easy-to-follow 4-part process. The first step discussed in the book, "Using Your Noodle," guides the student through the preparatory thinking process (audience awareness, brainstorming, grouping thoughts). The second step, "Following a Format," presents the challenge of writing for a special purpose (book reports and news reports). The third step discussed in the book, "Writing a Formal Report," moves the student from gathering information through outlining, writing a "grabber" title, arranging topics, listing sources, and proofreading. The last step, "Making Your Writing Sparkle," presents the finishing touches that make writing truly effective (using specific nouns, descriptive verbs, and active and passive voice, using effective modifiers, combining sentences, and making transitions). Each unit in the book includes a model for the student to follow, practice exercises, a writing assignment, and a review as well as a "Just for Fun" activity. A list of six supplementary activities and answers to exercises are attached. (RS)

ED 371 374 CS 214 378

Writers and Publishers Guide to Texas Markets. Third Edition, Revised and Updated. Practical Guide Series, Volume I.
PUB DATE- 93
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Graduate Study; Higher Education; Newspapers; Periodicals; *Publishing Industry; Radio; Television; *Writing for Publication
IDENTIFIERS- *Texas

This book provides information on over 590 Texas markets for writers. The book lists book publishers; magazines, journals, and newspapers which accept freelance articles; writers' groups and publishers' organizations; screenwriting/playwriting markets accepting scripts; daily, weekly, and minority audience. If not properly administered, however, they can be unpleasant and nerve-racking for all involved. Finding that both she and her students dreaded peer critiques, a professor at Truckee Meadows Community College learned that once students were properly introduced to the process both her own and her students' attitudes changed. Students must be shown that peer critiques are not about "negative criticism," editing or proofreading. They are about how readers respond or react to a draft. Students must be given specific areas or questions to concentrate on, e.g., Are there enough examples? Is the reasoning logical? Students must also be taught how to phrase their responses to a paper. In "The Writer's Way" Jack Rawlins suggests that the writer initiate the response process by raising questions and then listen to feedback without arguing or defending the paper. A simple "thank you" is adequate. Those responding to the paper should understand that they are not grading the paper but rather offering just one response. They should be encouraged to stress the "I" not the "you." In fact, "I" statements work best ("I couldn't follow your explanation"), as they stress subjectivity. Finally, teachers, looking interested and engaged, should themselves model responses while sitting in on different peer groups. (Contains 17 references and several in-class instructions for students.) (TB)

ED 371 394   CS 214 398

Ratcliffe, Kris
(Un)Common Readers and Writers: Reading Virginia Woolf To Construct Feminist Composition Pedagogies.
PUB DATE- 18 Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Females; *Feminism; Higher Education; Language Role; Reader Text Relationship; Rhetoric; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Composition Theory; Feminist Pedagogy; *Woolf (Virginia)

Drawing on the work of Virginia Woolf, feminist instructors of college composition can help their students to develop their own voices by encouraging innovation and revision of mainstream discourses and ways of expression. If Woolf believed that women cannot escape the language of men, which not only constitutes the symbolic realm of phallocentric culture but also names the very same language within which women's subject positions are constructed, she also believed that new forms emerge from the old. Woolf argues that women can refashion the language of men to reflect women's material conditions, i.e., their bodies, their experiences, their symbolic positions, and their cultural spaces. While both men and women may use an elastic sentence, therefore, the two sexes may never occupy the same cultural, textual and/or psychological spaces. Moreover, within women's relation to language, particular women may occupy different spaces, in part because they have agency; they can shape themselves. Woolf's feminist theory of rhetoric can provide feminist composition teachers with a set of assumptions about reading/writing possibilities. Teachers should challenge themselves and their students: (1) to question whether they feel trapped in patriarchal languages; (2) to contemplate the

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Learning; Debate; Discussion (Teaching Technique); Higher Education; *Lecture Method; Problem Solving; Role Playing; Student Centered Curriculum; *Teacher Behavior; *Teaching Styles
IDENTIFIERS- Communication Strategies; Educational Issues

Lectures have a place in educational history and even a place in today's classroom, but students must be exposed to more than one style of teaching. After 20 minutes of listening to a lecture, most students reach a saturation point. To realize their maximum potential, students must do more than just listen in the classroom. They must engage in activities and dialogue regarding the course materials. Teachers can use some simple techniques (other than lecturing) to encourage students to recognize the meaningfulness of a subject. Pausing at least three times during a lecture to allow for discussion among the students may help them clarify and assimilate the information. Sometimes "lectures" should be based on students' questions about a particular chapter. Student-led discussions move students from passive to active participation. Cooperative learning activities can be used in the classroom to enhance students' learning and develop their social skills. Problem solving is another useful active learning activity. Demonstrations can be used to stimulate students' curiosity and to improve their understanding of conceptual material and processes. Role playing situations allow students to experience situations. Games, debates, and simulations add variety to the classroom setting. Barriers to change include the following: teachers may feel very uncomfortable when trying something new; and administrators offer few incentives to change. (Contains 11 references.) (RS)

ED 371 414   CS 508 593

Sugawara, Yosei; Peterson, Christina
Communicative Competence: The Cultural Factor in Language Training.
PUB DATE- Feb 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Problems; Communication Research; *Cultural Context; Cultural Differences; Higher Education; *Intercultural Communication; Interpersonal Communication; Second Language Learning
IDENTIFIERS- California (South); Communication Behavior; Communication Competencies; *Communication Styles; *Japanese People

This paper suggests that language training should be founded on an initial student familiarization with the dimensions of intercultural communication. Using as exemplars problems encountered by Japanese familiar with English but unfamiliar with communication theory, the paper argues that while limited linguistic competency may make it difficult for the speaker to understand or be understood, unfamiliarity with the variability of communication styles between cultures frequently causes the secondary schools in Diamond Field Region. The instrument measured five factors of organizational climate--two regarding principals' management behaviors and three regarding staff relations practices. Findings support the validity and reliability of the instrument for use in the South African black community. On the average, rural schools had slightly higher levels of openness than did urban schools. In contrast with other tests of the instrument in the United States and in a white South African community, the black school community viewed the principal behaviors of supervising, controlling, and monitoring as supportive. Nine tables are included. (LMI)

ED 371 434 EA 025 682

Mentz, Kobus; Westhuizen, Philip van der
Organizational Climate in Schools in White Communities in South Africa: A Validation of the OCDQ-RS.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related document, see EA 025 681.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Educational Environment; Foreign Countries; Interprofessional Relationship; *Organizational Climate; *Organizational Communication; Secondary Education; *Teacher Administrator Relationship; Teacher Supervision; Test Reliability
IDENTIFIERS- *Organizational Climate Description Questionnaire; *South Africa

Teacher-principal relations play an important role in creating a positive school climate. This paper describes findings of a study that sought to: (1) determine the reliability of the Organizational Climate Description Questionnaire--Rutgers Secondary (OCDQ-RS) in a South African context, and (2) measure the openness of the organizational climates of schools in the Orange Free State Education Department (OFSED). The questionnaire was administered in 1990 to 86 schools. Responses from 1,198 teachers in 78 secondary schools in the region controlled by the OFSED were received. The instrument measured five factors of organizational climate--two of principal management behaviors and three of staff relations practices. Findings show that the instrument was a reliable measure of organizational climate in South African schools. Teachers in smaller schools experienced more open organizational climates than teachers in larger schools. In general, principals took an interest in teachers' well-being and used constructive criticism; however, they also tended to exercise strict control over their teachers. Finally, the findings point to the importance of creating an open organizational climate for attaining the objectives of pedagogical instruction. Ten figures are included. (LMI)

ED 371 435 EA 025 695

Barrett, Christopher; McNamara, Natalie
Development and Accountability Program for Effectiveness of Systemic Schools in the Archdiocese of Sydney.
PUB DATE- Jan 94
NOTE- 62p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Victoria, Australia, January 1994).

obtained through observations and interviews conducted at 11 sites--4 companies and 7 educational facilities. Following the foreword, preface, and introduction, chapter 2 defines TQM and its principles. Chapter 3 contains profiles of two companies--Xerox and Federal Express--and one school district, the Millcreek Township School District, Pennsylvania, that practiced TQM. Chapter 4 highlights implementation strategies, with a focus on the human aspects of TQM. The fifth chapter uses the Baldridge Criteria to assess outcomes in the following areas--leadership, information and analysis, strategic quality planning, human resource development and management, management of process quality, quality and operational results, and customer focus and satisfaction. Parallels between business and educational organizations are underscored in chapter 6. Chapter 7 describes 15 action steps that business leaders can take to help schools implement TQM. Two figures are included. Appendices include demographic profiles and lists of additional resources, the National Education Goals, Deming's Fourteen Points, and the Business Roundtable's Nine Essential Components. (LMI)

ED 371 454   EA 025 893

Morrison, Ann M.
The New Leaders: Guidelines on Leadership Diversity in America. Jossey-Bass Management Series.
PUB DATE- 92
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Diversity (Institutional); Equal Opportunities (Jobs); *Leadership; *Management Development; *Organizational Change; *Organizational Climate; Racial Discrimination; Sex Discrimination

To plan and conduct an effective diversity effort, organizations need a framework that provides a broad perspective and relevant recommendations for all gender and ethnic groups. This book helps organizations and leaders design and implement practices to develop diversity within the management ranks. Data were based on interviews with 196 managers in 16 organizations that were especially successful in diversifying their leadership. Part 1 discusses the benefits and challenges of incorporating diversity into a business strategy. Chapter 1 describes the cumulative benefits that an organization can gain by achieving leadership diversity. Chapter 2 examines the nature and extent of differential treatment based on sex and ethnicity. The third chapter shows how three key ingredients for sustained leadership development--challenge, recognition, and support--are critical to promoting the upward mobility of minority groups and focuses on how balancing these three ingredients promotes diversity. Part 2 (chapters 4 through 6) focuses on three practices used to foster diversity--accountability, management development, and recruitment. Each chapter in part 3 describes one step in the process of developing a coherent diversity plan: conducting an internal assessment; increasing top management commitment; choosing solutions that fit a balanced strategy; defining and assessing outcomes; and using building blocks to maintain momentum. Appendices contain notes on the Guidelines on Leadership Diversity (GOLD) Project. Twelve tables are included. (LMI) community members to assume school-level decision-making roles. (Contains 78 references.) (LMI)

ED 371 473 EA 025 918

Leithwood, Kenneth; And Others
Years of Transition: Times for Change. A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years. Appendix To Volume Two.
PUB DATE- 93
NOTE- 156p.; Report issued in four volumes and one appendix: volume 1 only also available in French, see EA 025 915-920.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Early Adolescents; *Educational Change; Foreign Countries; Junior High Schools; Middle Schools; Models; *Pilot Projects; *Program Implementation; *Questionnaires; *Statistical Surveys; Tables (Data); *Transitional Programs
IDENTIFIERS- *Ontario

This appendix was created to minimize aspects of the data analysis carried out for the quantitative study of Transition Years Initiatives in Ontario (Canada) schools. Technical appendices for the multivariate statistical procedures used in this analysis were needed for chapters 5 through 9 of the main report. The bulk of these appendices are path models resulting from using LISREL. Statistical information is provided for each model. The chapter 5 appendix consists of four surveys to evaluate the progress of Transition Years pilot projects and a note on path analysis. The appendix for chapter 6 features related T-tests and discriminant-function analyses for categories of educational practices. The chapter 7 appendix contains a discriminant-function analysis for current and anticipated student outcomes and a path-analysis model explaining relationships among variables related to students' school participation and identification. The appendix for chapter 8 contains a discriminant-function analysis for inschool and out-of-school conditions and leadership practices. The appendix for chapter 9 contains path models to explain variations in Transitional Years implementation practices, perceived student achievement, and school participation and identification and the causes and consequences of school leadership. (MLH)

ED 371 474 EA 025 919

Hargreaves, Andy; And Others
Years of Transition: Times for Change. A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years. Volume Three: The Realities of Restructuring: Case Studies of Transition.
PUB DATE- 93
NOTE- 349p.; Report issued in four volumes and one appendix: volume 1 only also available in French, see EA 025 915-920.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Grouping; *Adolescents; *Case Studies; *Educational Change; Foreign Countries; Grade 9; Integrated Curriculum; Junior High Schools; *Teacher Response; Track System (Education); *Transitional Programs
IDENTIFIERS- *Ontario

Ontario's Transition Years initiatives, designed to change achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size, growth, and output of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Information on issues in elementary and secondary education are integrated with those on issues in postsecondary education to reflect the continuity of educational experiences. An overview synthesizes evidence from both the 60 indicators and other sources on selected issues: (1) a review of the educational status of high-school students 10 years after the publication of "A Nation at Risk"; (2) a discussion of teachers as an educational resource; (3) progress in the achievement and attainment of black students relative to whites; and (4) a description of the subbaccalaureate sector of postsecondary education. Appendices contain 156 supplemental tables and notes, a list of data sources, a glossary, an index, and a list of National Center for Education publications. (LMI)

ED 371 492   EC 303 079

Vanderheiden, Gregg C.
Use of Multiple Parallel Interface Strategies To Create a Seamless Accessible Interface for Next-Generation Information Systems.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.; Paper presented at the RESNA Conference (Nashville, TN, June 17-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Bibliographic Databases; Computer Graphics; *Disabilities; Display Systems; Information Retrieval; *Information Systems; Input Output; *Input Output Devices; Keyboarding (Data Entry); *Technological Advancement

Information systems in public places such as community centers and libraries require some means to provide access to individuals with physical, visual, and, if sound is involved, hearing impairments. This paper proposes a seamless adaptable human interface protocol that would allow users to incrementally modify the command and presentation aspects of the human interface to match their abilities and preferences. The protocol supports multiple control strategies (mouse, keyboard, touchscreen) and presentation forms (standard graphic, large print, voice) simultaneously. In order for the command and control structures to support flexibility and a free flow, a multilevel object-based hierarchy was used. The first implementation of the protocol is in a bibliographic database software package titled Publications, Media and Materials (PMM), which was developed for the Trace Cooperative Electronic Library. Strategies to increase efficiency of access are discussed. Screen displays in various output modes are presented, along with a table listing protocol features for individuals with specific types of disabilities. (JDD)

ED 371 493   EC 303 080

Education Facts.

reasons behind resistance to collaboration are many and varied, differing somewhat as a function of professional discipline (administrator, special educator, regular educator). (Contains 22 references.) (JDD)

ED 371 511 EC 303 098

Narita, Shigeru; Ohashi, Toshihiro
Asia Regional Study of Children with Special Educational Needs: Japan Case Study.
PUB DATE- Jun 93
NOTE- 71p.; Paper presented to The World Bank (Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Studies; Delivery Systems; *Disabilities; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Special Education; *Special Needs Students
IDENTIFIERS- *Japan

This report identifies approaches to providing for children with special educational needs in Japan. The report covers the following topics: the historical background of Japan's special educational system, compulsory education, centralization and teacher autonomy, number of children served in regular and special schools, classroom management, dropout rate, curriculum and instruction, parent-financed institutions, services for children with reading difficulties, transition of upper secondary school students and employment, disabled individuals in the community, social status of teachers and teacher education, teacher salaries, financing special education, educational computing in schools, and issues for the future and recommendations. Twenty-six figures present data on number of children served in special schools and classes, costs of academic and nonacademic instruction, students employed after schooling, education cost per student, enrollment by school level and by sex, and other factors. Appendices describe special education institutions in Japan, the link between education and health, and the state of research and studies on special education. (Contains 35 references.) (JDD)

ED 371 512 EC 303 099

Summary of the 15th Annual Report to Congress on Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 25p.; For the 15th annual report to Congress on special education, see ED 363 058.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Dropouts; Early Childhood Education; *Educational Legislation; Elementary Secondary Education; *Enrollment Rate; Federal Aid; *Federal Legislation; High School Graduates; Independent Living; Program Effectiveness; Program Implementation; *Student Placement
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Individuals with Disabilities Education Act

This bulletin issue presents highlights from the "15th Annual Report to Congress," which provides a detailed description of the activities undertaken to implement the Individuals with Disabilities Education Act (IDEA) and an assessment of the

Variables

This paper presents a summary of a qualitative research study which evaluated, in case studies of three families, what it means to have a child with a disability. The research developed out of practice in early intervention and work focusing on optimal developmental environments for persons with disabilities. Background information on each of the families is provided, including data on the children's disabilities, which included mental retardation in each case. Five principal areas which emerged from interview data are identified: the children, parental stress/anxiety, services, personal comments, and survival strategies. Data acquired from questionnaires completed by the parents and from the MAPS (McGill Action Planning System) planning process are also presented. Recommendations are provided in three areas: attitude changes, policy changes, and service provision. (Contains 14 references.) (JDD)

ED 371 531 EC 303 118

Botts, Jeanne
Study of Funding for Special Education Programs. Report to the 67th Session of the Nevada Legislature. Bulletin No. 93-25.
PUB DATE- Dec 92
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Aid; Federal Legislation; *Financial Support; *Gifted; Incidence; *Program Costs; School Funds; *Special Education; State Aid; State Legislation; *Student Placement; Talent
IDENTIFIERS- Funding Formulas; *Nevada

This study of the financing of special education programs for children with disabilities or giftedness/talent was mandated by the legislature of Nevada to: (1) examine the amount of federal, state, and local money expended for special education programs and the proportion of total funding for special education programs provided from each source; (2) determine the actual costs of providing special education programs; (3) analyze the feasibility of funding special education programs on the basis of class size or by pupil-teacher ratios; and (4) review methods used in other states to fund special education programs. The report's sections cover: history of special education laws, number and placement of students with disabilities; federal, state, and local funding for special education; actual special education program costs; alternative funding mechanisms for special education; and programs for gifted/talented students. Findings are presented in both text and 29 tables. Key findings include, among others: special education is generally twice as expensive as the average cost per pupil for regular education; disabled students make up 7.95 percent of Nevada's school population; 44 percent of special education students are educated in resource rooms, while 34 percent are served within their regular classrooms; and 4.6 percent of all students were enrolled in programs for gifted/talented students in fiscal year 1992-93, up from 3.6 percent in 1990-91. (Contains 29 references.) (JDD)

ED 371 532 EC 303 119

Echevarria, Jana
Altering Teacher Discourse Style To Match the Needs of Spanish-

Successful Learning Strategies To Use with Gifted Learning Disabled Students.
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; *Enrichment Activities; *Experiential Learning; Foreign Countries; *Gifted Disabled; Intermediate Grades; Kinesthetic Methods; Learning Activities; *Learning Disabilities; Learning Strategies; Remedial Instruction; *Simulation; Special Classes; Student Projects; Teaching Methods; Thematic Approach
IDENTIFIERS- Calgary Board of Education AB

This paper describes a special class program for gifted students (aged 9 to 12) with learning disabilities in Calgary (Alberta). The program has evolved over its 4 years to stress kinesthetic, experiential learning. The issue of remediation versus enrichment was resolved when it was found that the students responded best to whole theme programming, with remedial instruction provided as problems arose. Most students preferred to learn kinesthetically, as well as orally-expressively, and showed great enthusiasm for drama, art, and science. Independent projects were set up using Benjamin Bloom's categories of thinking as well as timelines and outlines for structure. Much of the program focused on simulations which provided the students with a sense of experiential learning. Simulations included designing a dream home and a mock trial. Other strategies used included high interest, low vocabulary books; journal writing; experiential mathematics; and help in self-organization. Problems with the program involved consistency with home programs, limited classroom space, and lack of a computer. The paper concludes that these students prosper in such a program which cannot be provided in a regular classroom. (DB)

ED 371 553 EC 303 141

Yewchuk, Carolyn
Gender Issues in Education.
PUB DATE- Sep 92
NOTE- 17p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Career Choice; *Classroom Environment; Educational Administration; Elementary Secondary Education; *Females; Foreign Countries; Occupational Aspiration; *Promotion (Occupational); *School Administration; *Sex Bias; *Sex Discrimination; Sex Role; Sexual Harassment

This paper first examines gender-related barriers in occupational choice and educational practice and then discusses gender issues as they relate to classroom instruction. The shortage of women in educational administration is addressed, noting two main types of barriers--role discrimination and access discrimination. The historical antecedents of beliefs about occupations suitable for men and women are reviewed. Recommendations for eliminating barriers for women seeking administrative appointments are offered. The second part of the paper considers how girls are shortchanged by the school

ED 371 573 FL 022 044

Brumfit, Christopher
Simplification in Pedagogy.
PUB DATE- 93
NOTE- 8p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); Foreign Countries; *Generalization; Language Attitudes; Language Usage; *Second Language Instruction; *Second Language Learning; Stereotypes; Teacher Role; *Teaching Methods
IDENTIFIERS- *Simplification (Language)

This paper examines the use of simplification in second language instruction. It argues that although simplification is a necessary process in coping with the conceptual and experiential chaos of the classroom, it is a potentially dangerous process that risks creating categories that become too insensitive to cope with changing audiences and changing conceptual needs. Simplification in the classroom involves selection, coherence, and adaptation to the particular audience by the instructor. Processes of making general statement, of fixing and formalizing, and ultimately of stressing particular features for particular effects are inherent in the simplification process, but should not degenerate into insensitive stereotyping and caricature. Teachers need to understand the nature of the simplifications they are making and beware of their pitfalls. (MDM)

ED 371 574 FL 022 045

George, H. V.
Simplification.
PUB DATE- 93
NOTE- 9p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Strategies; English (Second Language); Foreign Countries; Language Attitudes; *Language Processing; *Language Usage; *Second Language Instruction; *Second Language Learning; Speech Communication; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Simplification (Language)

This article discusses language simplification as one aspect of a person's speech activity, and relates simplification to second language learning. Translation from language to language and translation within one language are processes through which a person, as decoder, decontextualizes a message form-sequence through perception of its distinctive features, then, as re-encoder, accesses stored language forms to recontextualize it, having in mind a specific decoder or group of decoders. Second language instructors need to be aware of the contextualization of their explanations and teaching, having in mind the proficiency level of their students. Vocabulary control is likely to be more effective as a teaching strategy than mere simplification. (MDM)

Zealand, curriculum development was fully devolved to the institutional level but had fewer resources compared with Australia. New Zealand, NSW, and Victoria had three different approaches to the structural forms of decentralization. New Zealand's Equivalent Full-Time Student funding system was a market-based bureaucratic mechanism that created incentives for polytechnics to attract students. Funding for TAFE in Australia was coordinated by ANTA and channeled through state and territory bodies. Both countries experienced quality differences due to market-determined prices. Decentralization contributed to responsiveness to the labor market. NSW's approach--organized structural changes--appeared most adaptable. (Appendixes include notes on Australia's vocational education and training system. Contains 57 references. (YLB)

ED 371 119 CE 066 259

Jones, Stan
Reading, but Not Reading Well--Reading Skills at Level 3. A Report from the Survey of Literacy Skills Used in Daily Activities = Capables de Lire, mais pas Tres Bien--Les Lectueurs de Niveau 3. Un rapport de l'enquete sur les capacites de lecture et d'ecriture utilisees quotidiennement.
PUB DATE- Dec 93
NOTE- 45p.
LANGUAGE- English; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Needs; Educational Policy; Foreign Countries; *Functional Reading; *High School Graduates; *Literacy Education; National Surveys; Policy Formation; *Reading Skills
IDENTIFIERS- *Canada

Research on adult literacy in Canada showed the need for another category of adult reader--Level 3. Canadians at Level 3 can use reading materials in a variety of situations, provided the material is simple and clearly laid out, and the tasks involved are not too complicated. Although these people generally do not see themselves as having significant reading difficulties, they tend to avoid situations requiring reading. It was estimated that about 22 percent of adult Canadians are at this level of literacy. A follow-up study profiled adults with Level 3 literacy skills and suggested implications for adult literacy policy. Some of the characteristics of Level 3 readers are the following: (1) most people with Level 3 reading skills have attended secondary school at least for some time, although only 25 percent of Level 3 readers went beyond secondary school; (2) Level 3 readers are older than higher-skilled readers---25 percent are over 55--or younger than 25; (3) Level 3 respondents are more likely to work at white collar occupations, including managerial, professional, and clerical occupations; (4) Level 3 respondents were more likely to be employed than those with lower reading skills; (5) 81 percent were Canadian born; (6) equal numbers of males and females are at Level 3; and (7) 91 percent of readers at Level 3 said they were satisfied with their skills. The study concluded that is it difficult to assess how "at risk" Level 3 readers are and that one of the challenges of literacy education in the future will be to find ways to accommodate Level 3 readers in programs, since these learners are likely to be the majority in the next decade. (Contains 13 references.) (KC)

ED 371 120 CE 066 313

their acceptance and implementation. (Contains 16 references.) (YLB)

ED 371 138 CE 066 539

Trial by False Fire: Education's Role in U.S. "Economic Decline." Policy Brief Issue Number 4.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Apr 94
NOTE- 3p.; For the report on which this is based, see ED 366 801.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Economic Development; *Economic Research; Educational Research; Human Resources; Job Training; Labor Economics; *Labor Force Development; Postsecondary Education; *Research Methodology; *Role of Education; Secondary Education; Vocational Education

A review of long-term international economic trends and the literature linking education and training (ET) to economic performance reveals no evidence of deindustrialization or falling labor productivity in the United States. Over the last 40 years, the nation has experienced lower growth rates in gross domestic product and productivity but remained the world leader in both. What is seen is a trend toward general conversion on those dimensions among nations in Organization for Economic Cooperation and Development. ET and its effects on labor quality are generally found to be among the most important contributors to economic growth, but, so far, scientific attempts to establish just how this mechanism works have not succeeded. Likewise, there is only sketchy evidence about the importance of human resources to a firm's success. The shortcoming may lie in the two approaches economic research has traditionally taken to the question--one focusing on the macro level of economic growth, the other on how ET affects individual wages and worker productivity. A more systems-oriented approach would be more appropriate and equal to the task. Taking this tack would mean developing a new theoretical framework that includes approaches as diverse as business and economic history, evolutionary economics, and case studies of matched firms in different countries. (YLB)

ED 371 139 CE 066 544

Williford, Miriam, Ed.
Higher Education in Prison: A Contradiction in Terms? American Council on Education Series on Higher Education.
PUB DATE- 94
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Correctional Education; *Correctional Institutions; Curriculum; Delivery Systems; Educational Change; Educational Needs; *Educational Objectives; Educational Opportunities; *Educational Practices; Essays; Females; Financial Support; *Higher Education; *Prisoners; Program Development; *Program Effectiveness; Program Evaluation; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Pell Grant Program

This book contains individual essays and series of essays about fundamental issues in prison education. The following individual essays are included: "The Paradox of Higher Education in Prisons" (Jones, d'Errico); "A Brief History of the following: objective sheet, suggested activities, assignment and written test answers, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets (lists of criteria for evaluating student performance). (MN)

ED 371 158 CE 066 616

Kaltwasser, Stan; Flowers, Gary
Commercial and Industrial Wiring. Second Edition.
PUB DATE- 94
NOTE- 714p.; For related curriculum guides, see CE 066 615-617.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Blueprints; *Competency Based Education; *Electrical Occupations; *Electric Circuits; *Electricity; *Electronic Control; Equipment Utilization; Evaluation Criteria; Job Skills; Learning Activities; Mathematics Skills; Safety; Secondary Education; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- Electrical Wiring; *Industrial Wiring

This guide is designed to assist teachers conducting a course to prepare students for entry-level employment in the commercial and industrial wiring trade. Included in the guide are 15 instructional units and the following sections of information for teachers: guidelines in using the unit components; academic and workplace skills classifications and definitions; competency profile; instructional/task analysis; list of related academic and workplace skills; list of tools, equipment, and materials required to complete the assignment/job sheets; a 24-item reference list; and a glossary. The following topics are covered in the instructional units: blueprint reading and load calculations, tools and equipment, service, transformers, rough-in, lighting, motors and controllers, electrical diagrams and symbols, two- and three-wire controls, separate control circuits, sequence controls, jogging controls, reversing starters, special control circuits, and programmable controls. Each unit contains some or all of the following: objective sheet, suggested activities, assignment and written test answers, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets (lists of criteria for evaluating student performance). (MN)

ED 371 159 CE 066 617

Taylor, Mark; And Others
Residential Wiring. Second Edition.
PUB DATE- 94
NOTE- 320p.; For related curriculum guides, see CE 066 615-616.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Blueprints; *Competency Based Education; Electrical Occupations; *Electric Circuits; *Electricity; *Electronic Control; Equipment Utilization; Evaluation Criteria; Job Skills; Learning Activities; Mathematics Skills; Safety; Secondary Education; Student Evaluation; *Trade and Industrial Education;

Workshops and Services--Phase III. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 30 Jun 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Planning; *Equal Education; *Program Development; Sex Bias; *Sex Fairness; *State Programs; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin

The Wisconsin Technical College System (WTCS) Phase III Equity Staff Development project was conducted to determine strategies to eliminate sex bias and sex role stereotyping throughout the WTCS. The following project activities were conducted: (1) the WTCS sex equity advisory committee was formed to provide continuity and direction for state staff development activities; (2) sex equity training and career exploration was taught in conferences and workshops; and (3) career challenge activities were incorporated in the activities of single-parent and displaced homemaker projects in order to encourage more women to go into nontraditional occupations. (The bulk of this report consists of five appendixes that contain the materials from the following activities: a gender and ethnic expectations and student achievement workshop; WTCS sex equity advisory committee meetings; the Wisconsin Sex Equity Conference; the career challenge workshop for displaced homemakers and single parents; and a career challenge facilitators' workshop. (KC)

ED 371 178 CE 066 649

Jenkins, Lynn B.; Kirsch, Irwin S.
Adult Literacy in Ohio: Results of the State Adult Literacy Survey.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- May 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adult Literacy; Adults; *Basic Skills; *Demography; Employment Level; *Numeracy; State Surveys; Tables (Data)
IDENTIFIERS- *Ohio

The Ohio Adult Literacy Survey, like the National Adult Literacy Survey of which it is a part, aimed to characterize adults' literacy skills in English based on their performance on diverse tasks that reflect the types of materials and demands they encounter in their daily lives. To gather information on the literacy skills of adults in Ohio, trained staff interviewed The development of inclusive adult literacy, language, and numeracy curricula months of 1992. The 1,600 randomly chosen participants were representative of the 8.3 million adults in the state as a whole. Each survey participant was asked to spend approximately an hour responding to a series of varied literacy tasks as well as questions about his or her demographic characteristics, educational background, employment, income, reading practices, and other areas related to literacy. Based on their responses to the survey tasks, postsecondary vocational student organizations and considers factors that influence their participation. Endnotes follow each chapter. Data tables are appended. (YLB)

ED 371 195 CE 066 679

Muraskin, Lana; And Others
National Assessment of Vocational Education. Final Report to Congress. Volume V. Funding and Administration Issues.
PUB DATE- Jul 94
NOTE- 231p.; For the interim report, see ED 369 929; for other volumes in this series, see CE 066 675-678.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; *Coordination; Educational Assessment; Educational Change; Educational Development; Educational Legislation; *Federal Aid; Federal Legislation; *Federal Programs; Job Training; Postsecondary Education; *Program Administration; Program Effectiveness; Program Evaluation; *Resource Allocation; Role of Education; Secondary Education; State Departments of Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This document, the fifth of five volumes that comprise the final report of the National Assessment of Vocational Education focuses on funding and administration issues related to the Perkins Act. Chapter 1 explores issues in the within-state allocation of federal vocational education resources. It presents findings about actual allocation practices and results, examines allocations from states to school districts and postsecondary institutions and allocations within school districts and postsecondary institutions, and discusses how local recipients spend federal funds. Chapter 2 on state administration of the Perkins Act examines changes in staffing and responsibilities within state offices of vocational education, as well as the interactions between the federal government, states, and localities in implementing the act. Chapter 3 reviews statutory requirements for coordination between vocational education programs and other federal job training programs and discusses coordination efforts at the federal, state, and local level. Endnotes follow each chapter. Appendixes include Perkins Amendments Coordination Provisions, charts, and data tables. A technical appendix describes the methodology used for the major data collection efforts contributing to the final report. A list of 276 references is provided. (YLB)

ED 371 196 CE 066 680

Williams, Sally K.; Bertelson, Laura Winslow
Practical Concerns of Limited Income Families: An Adult Home Economics Curriculum.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. Div. of Career Education.
PUB DATE- 90
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; Curriculum Guides; *Family Financial Resources; Home Economics; *Home Management; Learning Activities; Learning Modules; Lesson Plans; *Low Income; Money Management; *Parent Education; *Self

(ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Instructional Effectiveness; *Job Performance; *Job Training; Literature Reviews; Personality Traits; Postsecondary Education; Program Effectiveness; Psychological Studies; Secondary Education; *Skill Development; *Teaching Methods; *Transfer of Training; Vocational Adjustment; Vocational Education

This report reviews the personnel psychology literature related to training effectiveness and summarizes it into a three-dimensional matrix. Following an introduction, section II discusses how three components of training studies--training content, training method, and transfer of training--can be considered within a three-dimensional framework. Before discussing the three dimensions of the matrix, sections III and IV address two general areas of concern--worker performance and adaptability. They conclude that few studies make the connection between training effectiveness and performance and worker adaptability is not a well-documented construct. Section V describes the empirical studies that can be categorized by content area. It considers findings of studies that reviewed training in motor and technical skills, including computer skills training, and adaptability skills development, including interpersonal skill development, cross-cultural training, complex skill acquisition, and problem-solving skills. Section VI summarizes findings of research to determine whether a specific method of training is superior. It covers lecture, integrative learning, behavior modeling, and computer-assisted instruction. Section VII reviews research on the transfer of training and concludes that although several variables have been identified that contribute to the transfer of training, the relationship between them and successful transfer is still unclear. Appendixes include 5 endnotes and 69 references. (YLB)

ED 371 215 CE 066 725

Cascio, Wayne F.
Public Investments in Training: Perspectives on Macro-Level Structural Issues and Micro-Level Delivery Systems. EQW Working Papers WP24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Corporate Education; Corporate Support; *Delivery Systems; Evaluation Methods; Human Resources; Instructional Effectiveness; *Job Training; Labor Force Development; Needs Assessment; Outcomes of Education; *Personnel Management; Postsecondary Education; *Program Content; Program Effectiveness; *Program Evaluation; School Business Relationship; Secondary Education; *Teaching Methods; Vocational Education

Training issues can be examined from at least two perspectives: the structural level (macro-level) and the micro-level. Structural issues in the delivery of training include the following: absent or uneven corporate commitment, inadequate expenditures by businesses, degrees awarded by schools that do

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; *Basic Skills; Foreign Countries; Learning Activities; *Literacy Education; *Newspapers; Numeracy
IDENTIFIERS- *United Kingdom

This document incorporates source materials from local and regional newspapers from different parts of the United Kingdom into learning activities to develop literacy skills. The activities are organized into seven sections as follows: local newspapers (types of local newspapers, regular and special features, columns and blocks, and reading the newspaper); classified ads (using the classified ads, commonly used abbreviations, family notices, and writing and placing advertisements); jobs (understanding key points of job advertisements, assessing one's skills, finding jobs, requesting application forms, and advertising oneself); understanding and responding to special offers; special information (historical information, photographs, community information, and writing to newspapers); extending your skills (understanding headlines, types of news, understanding new words, and horoscopes); and using the newspaper for reference (television listings, weather information, and telephone lines). The document has been developed in an open learning format and may be used for assignments, development of skimming and scanning skills, individual study, and development of indexing skills. Throughout the document, tasks are linked to communication and numeracy competencies. (MN)

ED 371 234   CE 066 767

Abell, Sue
Helping Adults to Spell.
PUB DATE- Feb 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Dictation; Foreign Countries; Instructional Materials; Integrated Curriculum; Learning Problems; *Literacy Education; Media Selection; Program Development; *Spelling Instruction; Student Certification; *Teaching Methods; *Tutoring
IDENTIFIERS- *United Kingdom

This handbook, which is designed for use by tutors involved in teaching adults to spell, contains information about the main techniques for teaching spelling, basic spelling programs, ways of integrating spelling in writing, and useful resources. Presented in the first section are 26 items of basic information about such aspects of spelling and spelling instruction as the following: the spelling process and its implications for students and tutors, program development, assessment and diagnosis, lesson planning, crucial errors, negotiating curricula, and independent learning. Section 2 outlines the basic principles of visual, auditory, kinesthetic, and logical approaches to teaching and learning spelling. The role of dictation, spelling and accreditation, aids and resources, and use and choice of dictionaries are discussed in sections 3 through 6. Section 7 examines special visual, visual perception, hearing, auditory discrimination, motor skill, letter formation, and memory problems that students may have and suggests steps tutors can take to overcome them. A sample worksheet and lists of skills and activities that should be

NOTE- 138p.; For a related document, see ED 369 031.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; Drug Abuse; Questionnaires; Secondary Education; *Secondary School Students; Smoking; *Substance Abuse; Surveys; Tobacco
IDENTIFIERS- *Texas

The 1992 Texas School Survey results for secondary students are based on data collected from a sample of 73,073 students in grades 7 through 12. Students were randomly selected from school districts throughout the state using a multi-stage probability design. The procedure ensured that students living in metropolitan and rural areas of Texas are proportionately represented in the final estimates. Sampled districts are geographically distributed throughout Texas. The secondary student instrument asks about use of 11 drugs including tobacco, alcohol, inhalants, marijuana, cocaine, crack, hallucinogens, uppers, downers, steroids, and Ecstasy. Other questions pertain to behavioral and demographic correlates of substance abuse, sources of information about and help for substance abuse problems, peer values, and the perceived safety of the students' environment. Texas 8th- and 10th-graders are more likely than national 8th- and 10th-graders to have used cigarettes, alcohol, marijuana, and cocaine, but less likely to have used hallucinogens. In contrast, Texas seniors are less likely than national seniors to report current use of cigarettes and marijuana, about equally likely to have drunk alcohol in the past month, and slightly more likely to use cocaine. The survey instrument is included. (KM)

ED 371 254 CG 025 390

A Statewide Faculty Development Program for Undergraduate Social Work Educators in Eldercare. Final Report.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 30 Nov 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Depression (Psychology); *Faculty Development; Frail Elderly; *Gerontology; Higher Education; Older Adults; *Social Work; Undergraduate Study
IDENTIFIERS- *Elder Care; Texas

The goal of the faculty development program that formed the basis of this project was to provide more social workers trained in working effectively with the elderly. Demographics indicate that the number of elderly, including frail elderly, will increase, and the need for social workers in this area already exceeds the available supply. Objectives of the program were: (1) develop and test a model for field instruction for Baccalaureate Social Work programs; (2) increase the gerontologic information and techniques for current field instructions; (3) share project outcomes with professional associations; and (4) project evaluation. It was found that only 16 percent of field work sites served clients over 50 and that instructional staff in these sites was limited. Topics that field instructors would have found more useful include updated information about psychological evaluation of the aged, counseling, functional assessment, depression, and dementia

Undergraduate Students

The inadequate number of credentialed school psychologists in schools across the United States has concerned educational professionals for several years. One way that this problem was addressed was to mail information/recruitment posters to undergraduate psychology majors. Organizers mailed posters initially to psychology departments found in a list of Historically and Predominantly Black Colleges and Universities (HPBCU's), and then sent them to a wider audience. A sample of psychology majors who returned recruitment poster postcards served as the subjects in this study to determine the familiarity of undergraduate psychology majors with the field of school psychology. Researchers developed two forms of surveys: one for students from the HPBCU's and one for students from other institutions. The results reveal factors students consider when selecting a graduate school. Perhaps the most significant finding is that the majority of the undergraduate students, and almost two-thirds of African American and Hispanic students, report not having enough information about school psychology as a potential career choice. With regard to recruitment efforts, training programs should attend to the factors considered important by members of different ethnic groups, such as special financial support. Seven tables give detailed data on participant responses. (RJM)

ED 371 273   CG 025 501

Karp, Marshall J.
Counseling Job Hunters in Salary Negotiation Tactics.
PUB DATE- 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employment Interviews; Employment Practices; *Job Applicants; Job Search Methods; Personnel Management; *Salaries; Wages
IDENTIFIERS- Negotiation Processes

A common mistake made by job seekers is to discuss salary before receiving a job offer. This paper offers two basic rules for discussing compensation: (1) Do not mention salary in an interview if the employer does not broach the subject; and (2) when negotiating a pay rate, never give the first figure. Although a job's salary is usually paramount in the prospective employee's mind, employers want to know what the interviewee can do for the company, not what the company can do for the applicant. When an applicant asks about salary or benefits, the employer may believe that the job seeker is interested in the money first and the position last. Once a job is tendered, then the new employee may discuss salary. If the employer asks what the employee's salary requirements are, the employee should immediately inquire as to what the position pays. If the employer persists in hearing a figure first, then the employee must be prepared to list a salary range: which means he or she must have researched what this type of position pays. The paper offers various scenarios to foster critical thinking during salary negotiations. (RJM)

ED 371 274   CG 025 502

Brooks, Vicki; Coll, Ken
Troubled Youth: Identificaiton and Intervention Strategies.
PUB DATE- Apr 94

Duncombe about Paulo Freire's use of phonics in Brazil. The book ends with a 9-item list of resource materials and a 16-item glossary of words about phonics that appear in the book. (RS)

ED 371 293 CS 011 722

Hunt, Geraldine
The Improvement of Reading Comprehension of the Second Grade At-Risk Students Using Multisensory Methods of Instruction.
PUB DATE- 27 Apr 94
NOTE- 86p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Cognitive Style; Grade 2; *High Risk Students; *Instructional Effectiveness; Learning Strategies; Primary Education; *Reading Comprehension; *Reading Improvement; Reading Instruction; Reading Research; *Reading Skills; Whole Language Approach
IDENTIFIERS- Illinois (Chicago Suburbs)

A program was designed to improve the reading skills of the second grade at-risk students in a suburban K-6 elementary school located northwest of Chicago, Illinois. The second grade at-risk students could not read fluently at the conclusion of the academic school year, and consequently did not exhibit strong reading comprehension skills. A developmental delay of the children's oral language, a deficiency in language processing, the presence of learning disabilities, lack of phonemic awareness, lack of attention to print, and lack of reading practice were the major probable causes identified. Solution strategies chosen to meet the needs of this population included use of the whole language approach combined with the principles of the learning styles movement. The chosen interventions were designed to develop reading fluency, automatic word recognition, and comprehension skills. They were intended to help the at-risk students acquire a solid ground for the reading process through their own style of acquisition of knowledge to empower them to succeed in life-long learning. Results indicated that the seven students in the experimental group increased their oral fluency accuracy, increased their level of word recognition, and answered comprehension questions with accuracy to a greater degree than did the control group of six students, who were taught using a traditional approach to reading instruction. (Contains 45 references and 14 tables of data. Teacher interview questions, a letter to parents, homework instructions and checklists, a parent questionnaire, and a child questionnaire are attached.) (RS)

ED 371 294 CS 011 723

Becke, Vicki; Kohl, Barbara
Improving Reading Comprehension Skills through the Integration of the Arts.
PUB DATE- Sep 93
NOTE- 77p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Enrichment Activities; Grade 1; Grade 2; *Instructional Effectiveness; Integrated Activities; Primary Education; Reading Attitudes; *Reading Comprehension;

are attached.) (Author/RS)

ED 371 314 CS 011 743

Stakeholder Group Formed To Support Reading for Middle Grades Students and Putting Together the Pieces of the Puzzle.
PUB DATE- Oct 93
NOTE- 7p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Early Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Participation; Professional Development; Reading Interests; *Recreational Reading; School Business Relationship
IDENTIFIERS- *Indiana; Middle Schools Reading Network (Indiana); *Reading Motivation

This document consists of an article and a two-page illustration "Putting Together the Pieces of the Puzzle." Noting that individual schools and communities throughout Indiana continue to struggle to meet the needs of young adolescents, the article discusses the work of the Stakeholder Steering Committee of the Middle Grades Reading Network. Noting that the goal of the Stakeholders is to tackle the logistical barriers that stand in the way of Indiana's becoming a community of readers for young people, the article lists members of the committee and 10 areas of common ground of the 8 Stakeholder groups as well as the individualized plans of the 8 groups involving: business/school collaboration, Indiana Reading Professors, Indiana State Reading Association, Nonformal Educators, parents, public librarians, schools, and school library media specialists. An illustration lists goals of public libraries, role models, reading environment, professional development, time, access to books, community, and parents. (RS)

ED 371 315 CS 011 744

Danielson, Kathy Everts; LaBonty, Jan
Integrating Reading and Writing through Children's Literature. A Longwood Professional Book.
PUB DATE- 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Class Activities; Elementary Education; Poetry; *Reading Instruction; *Reading Writing Relationship; Skill Development; Student Centered Curriculum; Student Evaluation; *Writing Instruction
IDENTIFIERS- Response to Literature; Trade Books

Focusing on ways in which literature can be used in the integration of reading and writing, this book is meant to help teachers prepare a literature-based classroom that encourages reading and writing. The book contains specific practical ideas and activities for organizing a reading/writing classroom, bibliographies of children's books at the end of each chapter, sample integrated webs, a separate chapter on poetry, and sample lessons throughout. Chapters in the book (each of which has extensive subdivisions) are: (1) Introduction; (2) Organizing a Literature-Based Reading-Writing Classroom; (3) Teaching Beginning Reading; (4) Teaching Reading Comprehension; (5) The Writing Process; (6) Writing in Response to Literature; (7) Poetry; (8) Teaching the Skills; and (9) Assessment. (RS) syllable). The booklet argues that the phonic components of the "harder" words of each pair in the test are rarely taught in the first three grades but are essential to understanding the "power" words. A control version of the test is included in the booklet. Contains 10 references. (RS)

ED 371 334 CS 011 763

McCabe, Don
The Mechanics of English Spelling.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consonants; Elementary Secondary Education; *English; *Spelling; Spelling Instruction; Vowels
IDENTIFIERS- Spelling Patterns

Noting that any word in the English language may be defined as having a "base" sound that conveys meaning, this booklet argues that the literacy problem may be solved through systematic instruction in the mechanics of English spelling. The booklet discusses the two distinct types of bases in the English language--common (one syllable) and power (polysyllabic). The booklet notes that, while students learn the spelling patterns of common bases up to grade three, they do not learn the patterns of the power bases that make up the bulk of the words they read in grades four and above. The booklet then discusses the role of vowels and consonants in the mechanics of English spelling. The booklet also presents observations about the relationship of the spellings of consonant sounds to reading and teaching, and offers a rationale for the basic superiority of the current English system of spelling when compared to any proposed phonetic spelling system. (RS)

ED 371 335 CS 011 764

King, James R.; And Others
Is Resistance Empowerment? Using Critical Literacy with Teachers.
PUB DATE- 12 Dec 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Reading Forum (Sanibel Island, FL, December 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; Course Descriptions; Elementary Education; Higher Education; Reading Research; *Resistance (Psychology); *Teacher Attitudes; Teacher Behavior; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Critical Literacy; Empowerment

A case study examined implementation of a critical literacy perspective (in both course content and course processes) in a Master's level course in the supervision of reading. Subjects were 10 married, white, female teachers. The course engaged in the interrogation of the teachers' literacy beliefs, teaching approaches, and schools' curricula in literacy. Data included fieldnotes, audiotapes, and teachers' writing. One of the major findings was that the teachers systematically resisted the use of critical theories. The teachers declined to use critical literacy approaches in their own classes, they did not attempt to control the course, and they refused to talk about the course. The teachers seemed to understand the concept of the

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Educational History; *Freshman Composition; *General Education; Higher Education; *Literature; Teaching Methods; Writing Processes
IDENTIFIERS- *Composition Literature Relationship; Composition Theory; Historical Background; *Jardine (George)

As the issue of whether literature might be used to teach composition has not been a lively issue of debate among current scholars, those interested in the topic might look to George Jardine, professor of logic and philosophy at the University of Glasgow, Scotland, from 1774 to 1824. As Robert Connors suggests, teachers stand to gain much by turning to the "good-willed" practitioner rather than the giants of current scholarly dialogues. Jardine's design for integrating composition and the study of English literature, titled "Outlines of a Philosophical Education" aims to help students to develop a sense of taste, to improve their own writing, and to acquire skills necessary to succeed in business. In line with his philosophy, Jardine includes chapters on the origin and progress of written language, the improvement of memory, the culture of the imagination, the improvement of the powers of judging and reasoning, the elements of taste and aesthetics as applied to color and emotions received from the reflex sense of beauty, and the study of the beauty and grandeur of external nature. He had three goals before him in promoting the culture of the mind: (1) to accommodate the subject-matter of the lectures to the capacity and actual progress of the students; (2) to awaken a desire for information; and (3) to keep alive their interest in the discussion and investigations brought before them. As Donald Stewart suggests, the teacher who evaluates current educational theories with an historical perspective is flexible; she or he is made aware of contexts. (TB)

ED 371 356 CS 214 359

Graves, Heather Brodie
The Subject as Reader and Writer: Teaching Composition Theory in a Traditional English Department.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Descriptions; *Course Objectives; Graduate Students; Graduate Study; Higher Education; Introductory Courses; *Writing (Composition)
IDENTIFIERS- *Composition Theory; *Illinois State University; Literary Theory

This paper, a general introduction to composition class for graduate students (at Illinois State University) not all of whom are necessarily teaching composition at the time they are taking the course, is organized around Andrea Lunford's categories in her essay "Rhetoric and Composition": questions about writers, questions about readers, questions about text, and questions about context. In examining "questions about writers" the course will focus on issues of difference (race, class and gender); readings will include bell hooks' "Talking Back," Gates' "The Signifying Monkey," and Kirsch's "Women newspapers which accept op-eds, book reviews, and freelance articles; graduate writing programs, conferences, and seminars to improve writing skills; radio and television programs which interview writers and review books; literary prizes/awards/fellowships/grants/retreats; and literary agents and consultants. The book concludes with book and magazine publishers indexed by city and type of work accepted. (RS)

ED 371 375 CS 214 379

Pickle, Barbara A.
Increasing Prekindergarten Children's Writing Opportunities through Teacher Education.
PUB DATE- 94
NOTE- 61p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Child Development; Preschool Education; Reading Writing Relationship; *Staff Development; *Teacher Education; Whole Language Approach; *Writing Improvement; *Writing Processes
IDENTIFIERS- Portfolio Approach

A practicum was designed to increase the writing opportunities of 37 prekindergarten children in three classes through staff development. Formal and informal surveys of prekindergarten teachers confirmed the need for more information on child development, the development of the writing process, and prekindergarten whole language. A series of workshops were developed for the prekindergarten teachers on child development, whole language, portfolio assessment, and the development of the writing process. Other strategies included information brainstorming, organization of centers to provide writing opportunities, and acting as a resource person to provide support to teachers. Analysis of the data revealed the teachers had a better understanding of how the writing process developed and interrelated to language and reading. Through this understanding, writing opportunities increased in the prekindergarten classroom. (Contains 16 references and three tables of data. Teacher surveys, an observation form, a portfolio checklist, and outlines for a workshop on whole language, the development of writing, and portfolio assessment are attached.) (Author/RS)

ED 371 376 CS 214 380

Lamb, Catherine E.
Logic and Feminist Argument: Yet Again, Can the Master's Tools Dismantle the Master's House?
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion; *Feminism; Higher Education; *Logic; Logical Thinking; *Males; Undergraduate Students; Womens Studies; Writing Instruction
IDENTIFIERS- Albion College MI; Composition Theory; Feminist Criticism; *Feminist Pedagogy

If "logic" is defined as a means to create good reasons for idea of a "woman's sentence"; (3) to conceptualize their own Angel in the House and consider its impact on their writing; (4) to use four great teachers of women--poverty, chastity, derision, and freedom from unreal loyalties. (TB)

ED 371 395 CS 214 399

Sandman, John
What Can We Reasonably Expect at the End of Freshman Composition?
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Freshman Composition; Higher Education; *Self Evaluation (Individuals); *Student Evaluation; Student Surveys
IDENTIFIERS- Writing Development

What the instructor of freshman composition might reasonably hope for at the end of the semester is that his or her students have advanced sufficiently in their self-critical attitudes so as to approach future writing challenges with some sense of hope. To borrow Russell A. Hunt's metaphor, freshmen might at least learn to strive toward opening the "door of understanding" even if the instructor will not witness their flinging the door wide open and walking through. What is expected of freshmen after a semester of work is often simplistic; hard results are difficult to come by. A professor who asks his students to evaluate their own skills as writers at several points during the semester finds that their last set of evaluations yield what some might consider "disappointing" results. But if instructors should strive to instill confidence in their students, they must also recognize that for a student to recognize his or her own weaknesses is also part of the process of becoming a writer. (TB)

ED 371 396 CS 214 400

Hough, David
The Middle Level Writing Program: A Descriptive Conceptualization.
PUB DATE- 16 Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Pages 15-28 have toner streaks along the edges.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Integrated Activities; Intermediate Grades; Junior High Schools; *Middle Schools; Program Effectiveness; Program Implementation; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- California; Descriptive Research; Missouri

A descriptive study investigated whether a common middle-level writing program exists, and what factors impact the writing program and the relationships among these factors. A random sample of 1,500 classrooms in California and Missouri stratifying on four grade span school types (K-8, 6-8, 7-8, 7-9) was chosen. A survey was developed, sent, and returned by teachers, counselors, and principals, in 915 classrooms, 743 schools in California and 172 in Missouri. Forty schools, 20 in speaker to misunderstand or be misunderstood. Further, the paper argues that the misunderstandings resulting from differences in cultural communication styles contribute to incorrect attributions of motive and intent. The paper then presents a comparative review of the literature concerning Japanese and American communication styles along with results of a survey of 168 Japanese managers and 135 of their American co-workers in Southern California. The paper concludes that a dichotomy exists between what the Japanese want and feel themselves to be, and what is perceived about them by the Americans. Contains 19 references. (Author/RS)

ED 371 415   CS 508 594

Wirkus, Tom E.
An Audio-Stimulus Activity To Focus on Listening for Details.
PUB DATE- 5 Mar 94
NOTE- 5p.; Paper presented at the Annual Meeting of the International Listening Association Convention (Boston, MA, March 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cooperative Learning; Higher Education; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Secondary Education; Small Group Instruction
IDENTIFIERS- Small Group Communication

An instructor developed audio-stimulus activities for use with students and colleagues after attending conferences and short courses where similar activities were conducted. After listening to a tape-recorded "typical scenario" (different for each audience), participants answer a few questions about the scenario. Small groups of students then develop, script, record, and write questions for their own scenarios. Suitable for any middle, secondary, university, or technical college, audio-response activities fulfill the following objectives: (1) work creatively and cooperatively in a group; (2) develop practice in writing; (3) gain an outlet for oral communication practice; and (4) provide practice in presentational skills. (RS)

ED 371 416   CS 508 595

Rozema, Hazel; Weldy, Eric
Being a Minority Student at a Small Private University: A Survey of Challenges and Successful Strategies.
PUB DATE- 19 Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Dropout Prevention; *Higher Education; Interpersonal Communication; *Minority Groups; *Private Colleges; Program Descriptions; Small Colleges; *Student Attitudes; Student Surveys; Teacher Behavior
IDENTIFIERS- *Millikin University IL

A study examined the kinds of skills that minority students felt

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Evaluation; *Case Studies; *Catholic Schools; Centralization; Educational Change; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; Organizational Change; Principals; *Program Evaluation; *Strategic Planning
IDENTIFIERS- *Australia (Sydney); School Culture; Systemic Change

This paper describes the experience of a large, complex school system (the Catholic Education System of the Sydney, Australia, Archdiocese) in implementing processes designed to ensure and enhance quality educational outcomes for 62,000 students. The case study details the practice and experience of working at system and school levels over a 20-year period. Specifically, the paper addresses the development and implementation of formal appraisal processes to review individuals' leadership effectiveness; strategic planning processes at both system and school levels; and the integration of system process and structures. The burgeoning of large and powerful Catholic Education Offices during the past 20 years has significantly affected almost every aspect of Catholic education in Australia. A loose network of schools is becoming centralized under the CEO, schools are chiefly administered by lay principals, and increased accountability demands are being made. Church organizations implementing strategic planning and formal accountability processes are engaging in major organizational change, with all the implications that accompany the associated cultural transformation. Ready acceptance of the new Personnel Performance and Review Process among principals and CEO staff resulted from a well-planned design phase. Included are appendices with statistical profiles and a bibliography of 29 references. (MLH)

ED 371 436   EA 025 707

Scoggins, A. June; Bishop, Harold L.
A Review of the Literature Regarding the Roles and Responsibilities of Assistant Principals.
PUB DATE- Nov 93
NOTE- 56p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; *Assistant Principals; Elementary Secondary Education; *School Effectiveness

The role of the assistant principal, complete with duties and responsibilities, has not yet been successfully defined. Although assistant principals are often limited to responsibilities such as discipline or bus duty, their role should encompass much more. Assistant principals want to be more than disciplinarians; they want to be included in the instructional operations and have a set of respectable responsibilities. This chapter reviews the literature and finds numerous duties and responsibilities carried out by assistant principals. Although no precise list of duties exists, 26 of the authors related 20 duties common to the assistant

ED 371 455 EA 025 894

Deal, Terrence E.; Peterson, Kent D.
The Leadership Paradox: Balancing Logic and Artistry in Schools.
Jossey-Bass Education Series.
PUB DATE- 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role;
*Educational Administration; Elementary Secondary Education;
*Leadership; *Leadership Styles; Organizational Change;
Organizational Climate; *Principals

This book illustrates how principals can simultaneously act as efficient managers and effective leaders. Through a mixture of "knowing about" and "knowing how," the book offers new strategies to help principals integrate the technical management role with the symbolic leadership role. Chapter 1 illustrates the tension between the two approaches in a dialogue between a principal and a superintendent. Chapter 2 expands the key roles of technical engineers and spiritual artists and the ways these roles are enacted by two very different principals. Problems and paradoxes that principals face are described in the third chapter, which examines how bifocal principals can combine technical and symbolic approaches to make their daily lives more consistent and influential. Chapter 4 provides an indepth picture of a bifocal principal who blends technical and symbolic roles in the flow of work, with a focus on how she balances the daily, weekly, and yearly calendars. The fifth chapter shows how schools can blend technical and symbolic aspects of the organization to become more balanced and successful. Chapter 6 describes the paradoxes and challenges of improvement efforts and the ways in which school leaders can integrate roles to facilitate successful educational change. The final chapter examines the complexities of work and forecasts the future challenges of becoming and being a bifocal principal. Two tables and one exhibit are included. (LMI)

ED 371 456 EA 025 895

Jackson, Philip W.; And Others
The Moral Life of Schools. Jossey-Bass Education Series.
PUB DATE- 93
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTORS- Classroom Communication; *Classroom Environment;
Classroom Observation Techniques; Classroom Techniques;
*Educational Environment; Elementary Secondary Education;
*Ethical Instruction; Ethics; Interaction; *Moral Values;
*Teacher Student Relationship

This book offers a generalized way of examining the moral significance of what occurs in classrooms, with a focus on analyzing classroom interactions from a symbolic/expressive point of view. The book's ideas were derived from the Moral Life of Schools Project, a 2-year study that investigated the ways in which moral considerations permeate the everyday life of schools and classrooms. Methodology included: (1)

schooling structures and processes and ease early adolescents' transition to high school, seem to place teachers in equally trying and traumatic transitions in their work and careers. Program components challenge teachers' sense of competence and effectiveness and threaten to consume exhaustive amounts of time and energy to reach a state that teachers may not consider worthwhile. In an effort to understand how change can benefit both teachers and students, this volume presents qualitative case studies of six secondary schools working to implement various components of the Transition Years initiatives. These cases get at restructuring realities that often differ among students, teachers, administrators, and parents. The study focuses on certain determinants of participants' existing practices and perspectives, including contexts and expectations, biography and previous experience, career goals and interests, and cultural membership. Findings show that the Transition Years initiatives involve much more than destreaming (untracking) and involve teachers in different learning points. The major changes occurred in the corridors and back rooms of case study schools. Teachers can cope with uncertain changes by responding collectively and concretely. Restructuring requires strong commitment, favorable work place conditions, and should involve teachers, students, and parents. (MLH)

ED 371 475   EA 025 920

Cole, Ardra; And Others
Years of Transition: Times for Change. A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years. Volume Four: Exemplary Practices in the Transition Years: A Review of Research and Theory.
PUB DATE- 93
NOTE- 219p.; Report issued in four volumes and one appendix: volume 1 only also available in French, see EA 025 915-920.
LANGUAGE- English; French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Core Curriculum; *Educational Practices; Foreign Countries; Inservice Education; Integrated Curriculum; Junior High Schools; *School Administration; School Community Relationship; School Organization; *School Restructuring; *State Boards of Education; *Student Evaluation; *Transitional Programs
IDENTIFIERS- *Ontario; Student Support Services

When the Ontario (Canada) Ministry of Education launched the Transition Years initiatives, it argued that certain aspects of school practice deserved special attention: student assessment, recording, and reporting practices; teacher inservice education; school and classroom organization; school-community relationships; core curriculum; curriculum integration; and student support services. The chapters in this volume describe exemplary practices in each of these areas, and in school leadership. Chapters 1 through 8 provide a review of the English language literature. Chapters 9 through 15 written in French do the same with the French language literature. When equity is considered the dominant purpose for restructuring, "destreaming" (moving toward heterogeneous student grouping) becomes the focal means. However, destreaming only creates the potential for greater equity. Without radically rethinking classroom support, teachers' beliefs and skills, and student

PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Collected Works - Serials (022)
DESCRIPTORS- College Entrance Examinations; *Disabilities; Dropouts; *Educational Experience; *Educational Practices; Expenditure per Student; Mainstreaming; Postsecondary Education; Pupil Personnel Services; Secondary Education; Special Education; *Student Characteristics

Eight tables, accompanied by brief textual information, present facts from 1985 to 1990 about the school experiences of youth with disabilities. The tables focus on: (1) enrollment in regular education courses by students with 11 types of disabilities attending regular secondary schools; (2) services received by secondary students with disabilities, by disability and type of service; (3) average per-pupil expenditures for special education programs by disability and program type; (4) number and percentage of disabled students ages 16-21 exiting the educational system, by disability and basis of exit; (5) postsecondary education participation of special education exiters; (6) mean American College Testing scores for high school students with disabilities requiring special testing; (7) factors associated with dropping out of secondary school for youth with disabilities; and (8) parental reports of reasons why adolescents drop out of secondary schools. The text and tables indicate that almost half of special education students receive additional services other than basic special education and that the total cost of educating a pupil in a self-contained program is 2.5 times the cost of educating a regular education pupil, while the cost of educating students in resource programs is 1.9 times that of a regular pupil. (JDD)

ED 371 494   EC 303 081

Autin, Diana MTK, Ed.
"A Place for Every Child."
PUB DATE- 94
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Advocacy; *Disabilities; Educational Change; Educational Opportunities; *Educational Practices; Elementary Secondary Education; *High Risk Students; *Mainstreaming; Needs Assessment; Regular and Special Education Relationship; Remedial Programs; School Districts; Special Education; *Special Needs Students
IDENTIFIERS- Diversity (Student); *New York City Board of Education

This issue of "The Advocate" is a primer on reclaiming educational opportunities to which New York City children who are at risk of academic failure, due to disability, limited English proficiency, racism, and poverty, are entitled. The report calls for the assignment of consultant teachers, paraprofessionals, and other supportive staff and services to help teachers address the wider diversity of needs that educational reform will place in the mainstream classroom. It asks that a place be found for every child to the maximum extent appropriate in the general education classroom and that appropriate, challenging, quality instruction be provided to students who require a special education setting. Section I impact and effectiveness of its requirements. The bulletin provides brief narrative sections on the topics of child count; student placement; exit data; personnel; infants, toddlers, and preschool children; independence of out-of-school youth; program review; funding; and discretionary programs. Tables and figures provide data, generally from 1991-92, on: (1) placement distribution of students; (2) reasons youth age 14 and older left school; (3) number of children, birth through age 2, reported under Chapter 1 of the Elementary Secondary Education Act (State Operated Programs) and Part H of the IDEA; (4) change in percentage of out-of-school youth fitting various independent living profiles; (5) number of children served under Chapter 1 and IDEA Part B, by state; (6) number of children ages 6-21 served under Chapter 1 and IDEA Part B, by state and specific disability; (7) number of children served under Chapter 1 and IDEA Part B, by state and by age group; (8) percentage of children served (based on estimated enrollment), by disability and by state; (9) number and percentage of children served in different education environments, by state; (10) number of children age 14 and older exiting the educational system by state; (11) estimated resident population for children ages 3-21; and (12) state grant awards under various federal programs. (JDD)

ED 371 513   EC 303 100

Ahearn, Eileen M.
Involvement of Students with Disabilities in the New American Schools Development Corporation Projects. Project FORUM.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 May 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Demonstration Programs; *Disabilities; Educational Change; *Educational Innovation; Elementary Secondary Education; *Mainstreaming; Program Descriptions; *Program Development; Student Participation
IDENTIFIERS- Inclusive Schools; *New American Schools Development Corporation

This study examined the involvement of students with disabilities in the New American Schools Development Corporation (NASDC) projects. The report begins with a description of the competition to select demonstration projects that would create teams to design, implement, and disseminate "break-the-mold" schools to bring about educational reform. The winning designs are individually described, with particular attention to the ways that each professed its intention to meet the needs of students with disabilities in their implementation sites. The projects include: (1) Atlas communities; (2) Audrey Cohen College Design Team; (3) Bensenville Community Design; (4) Community Learning Centers of Minnesota; (5) The Co-NECT School; (6) Expeditionary Learning; (7) Los Angeles Learning Centers; (8) The Modern Red Schoolhouse; (9) The National Alliance for Restructuring Education; (10) The Odyssey Project; and (11) Roots and Wings. The study concludes that, as of the first part of 1993, little attention had been paid to the inclusion of students with disabilities in the NASDC project designs, and descriptions of some of the NASDC projects suggest that students with disabilities would require significant modifications for meaningful participation. Appendixes show the

Speaking Students in Special Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- Apr 94

NOTE- 40p.; Research also supported by the Donald D. Hammill Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Concept Formation; *Connected Discourse; Elementary Education; Group Discussion; Hispanic Americans; Interaction Process Analysis; *Language Acquisition; *Learning Disabilities; *Limited English Speaking; Questioning Techniques; *Reading Instruction; Spanish Speaking; Teacher Student Relationship; *Teaching Methods; Teaching Styles

IDENTIFIERS- *Instructional Conversation

This study examined the effects of an interactive approach called instructional conversations (IC) on the language and concept development of Hispanic students categorized as learning handicapped, by comparing traditional instruction (basal reading approach) with instructional conversations. Lessons were conducted with five limited English proficient students (ages 7-9) in Spanish. The instructional program for the students consisted of traditional basal reading instruction 4 days per week and IC lessons approximately once per week, for a 6-month period. The study focused on five IC lessons and five basal lessons, alternated in implementation. For the IC lessons, the teacher formulated her own questions to generate maximum discussion rather than simply elicit factual recall, allowing students to lead the direction of the discussion when appropriate. Results of proximal measures, assessed for three of the students, indicated there were higher levels of discourse and greater participation with IC than with a basal approach. The distal indices yielded uneven results; there was evidence of greater understanding of the concept following IC but there were no differences in literal comprehension or post-lesson narrative results. Overall results show important trends suggesting that the discourse style of IC may provide linguistically rich learning opportunities for culturally diverse learning handicapped students. The student outcome measure is appended. (Contains 39 references.) (JDD)

ED 371 533   EC 303 120

Smith, Gerald M.; And Others

Inservice Training for Related Service Personnel Serving Medically Fragile Children Ages 0-8. The Medically Fragile Inservice for Related Services Teams Project (M-FIRST). Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.

PUB DATE- 31 Mar 94

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Ancillary School Services; Delivery Systems; Early Childhood Education; Educational Practices; *Inservice Education; Inservice Teacher Education; Interdisciplinary Approach; Models; Postsecondary Education; Program Evaluation; *Special Health Problems; Team Training; *Teamwork; Technical Assistance

system. Research is cited showing that girls are subjected to gender bias as reflected in differential treatment during instruction as well as sexual harassment from boys. Teacher attitudes and stereotyping of female students' abilities are also documented. The paper concludes, first, that changes in hiring practices and attitudes are necessary to make administration more accessible to women and, second, that changes in school practices are necessary to make the classroom climate a friendlier one for girls. Schools are urged not to tolerate sexually harassing behaviors among students. (Contains 32 references.) (DB)

ED 371 554   EC 303 142

Nurturing Potential. Annual SAGE (Society for the Advancement of Gifted Education) Conference Proceedings (4th, Edmonton, Alberta, Canada, September 24-25, 1993).
PUB DATE- Sep 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Ability Grouping; Advanced Placement Programs; *Educational Methods; Elementary Secondary Education; Females; Foreign Countries; Generalization; *Gifted; Mainstreaming; Mentors; Program Development; Sciences; *Student Development; Student Motivation; *Talent Development
IDENTIFIERS- Alberta; Inclusive Schools

This proceedings contains summaries of 24 conference papers focusing on new directions in gifted education. Each paper's summary is about four pages in length. Papers have the following titles and authors: "Supporting Giftedness in Girls in the Classroom" (Julia Ellis); "A Community of Learners in ECS" (Anne Green); "Inventive Momentum: Toward a Mature Artist" (Robert Kelly); "Personalized Educational Programming for the Gifted/Talented Learner" (Jo-Anne Koch); "Social Style/Learning Modes: Relation to Giftedness" (Jim Lavers); "The International Mathematics Tournament of the Towns" (Andy Liu); "Operation Minerva Rocky View: Mentoring Young Girls in Science" (Jean Makosz and others); "A Developmental Approach to Facilitating Knowledge Generalization" (Anne McKeough); "High School and the Advanced Placement Program" (Adell Nyberg); "Helping the Scientifically Gifted" (Michael C. Pyryt); "Encouragement as a Motivator" (Beverley A. Sohnle); "A Paradigm Shift from Giftedness-As-Potential to Giftedness-As-Possibility" (Elizabeth Sparks); "STRETCH: Nurturing the Potential of the Gifted in the Regular Classroom" (Sheila Spence and Jean Mudd); "The Case for Ability Grouping of Gifted Students" (Carolyn Yewchuk); "Implications of Alberta Education Policies and Practices for Gifted Students" (Lorraine Wilgosh); "Implications of Inclusive Education for Gifted and Talented Children: A Parent's Perspective" (Donna Rankin); "Inclusive Education: Teachers' Perspectives" (Tracey Schaufele and Susan MacDonald); and "Inclusive Education--Good for All???" (Debra Chinchilla). (Some papers contain references.) (JDD)

ED 371 555   EC 303 143

Ellis, Julia
Supporting Giftedness in Girls in the Classroom.
PUB DATE- Sep 93
NOTE- 5p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference; see EC 303 142.

ED 371 575 FL 022 046

Selinker, Larry
Fossilization as Simplification?
PUB DATE- 93
NOTE- 17p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *English (Second Language); *Interlanguage; Language Attitudes; *Language Proficiency; *Language Research; Language Skills; Learning Strategies; Second Language Instruction; *Second Language Learning; Theory Practice Relationship; Transfer of Training
IDENTIFIERS- *Fossilized Language

This article examines the phenomenon of fossilization in second language (SL) learning and instruction, discussing this process as a form of simplification. Fossilization occurs when particular linguistic forms become permanently established in the interlanguage of SL learners in a form that is deviant from the target language norm and that continues to appear in performance regardless of further exposure to the target language. The article examines specific research on linguistic fossilization, looking at the nature, objects, and manner of fossilization. It also considers the point at which fossilization begins, its persistence, and the types of learners likely to be affected by the phenomenon the most. (MDM)

ED 371 576 FL 022 047

Long, Michael H.; Ross, Steven
Modifications That Preserve Language and Content.
PUB DATE- 93
NOTE- 26p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Educational Media; Educational Strategies; English (Second Language); Higher Education; *Instructional Materials; Language Attitudes; Language Research; Language Usage; *Reading Comprehension; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Elaboration; *Simplification (Language)

This article reviews the research on the simplification of reading materials for second language (SL) learners and reports on an experiment of the effects of text simplification and elaboration on the reading comprehension of SL learners. Elaboration can improve the comprehensibility of texts without removing new linguistic forms that students need to learn or diluting the semantic content of the original. A review of the research suggests that linguistic simplification of texts fails on both counts, producing unnatural target language models. A study involving 483 Japanese college students studying English as a Foreign Language (EFL) for at least 8 years was conducted to determine their reading comprehension of unmodified, simplified, and elaborated texts. The study found that students who read the simplified passages scored higher on a multiple-choice comprehension test than students who read the unmodified version. Students who read the elaborated versions of the passages scored higher than those who read the unmodified versions, but not statistically significantly so. It also found that there was no statistically significant difference between

Elsey, Barry
Someone To Talk to and Someone To Listen. The Development of a Support and Learning Network for Palliative Care Workers in the Country Area of the Barossa Valley in South Australia.
SPONS. AGENCY- Southern Hospice Foundation, Inc., Adelaide (South Australia).
PUB DATE- Apr 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Caregivers; Communications; Community Development; *Cooperation; Coordination; Developed Nations; *Distance Education; Foreign Countries; Formative Evaluation; *Health Personnel; Medical Services; *Networks; Program Effectiveness; Program Evaluation; Rural Areas; *Social Support Groups; Summative Evaluation
IDENTIFIERS- *Australia (South Australia)

A palliative care support and training network was developed in a relatively isolated country area of the Barossa Valley in South Australia. The project was intended to help palliative care workers, volunteers, home carers, and others work collaboratively as a team (holistic model) for the purposes of mutually supporting, sharing information and learning experiences, and empowering each other to improve the quality of palliative care services in all settings. Stages of development included the following: selection of group leaders centered on the local hospitals; briefing of group leaders regarding their role, development of local support network, and sustaining of motivation and commitment from the group members; group leader meetings, the first face to face and the others at teleconferences; information exchange and learning program based on local needs and requests using interactive video conference facilities of Technical and Further Education institutions; development of learning resources/learning library; and formative evaluation. An independent evaluation found that the most successful outcome of the action research was the way in which the hierarchical nature of the professional structures within hospitals and between hospitals and nursing homes was addressed at the video conferences. (Appendixes to the report include the outline proposal, short reports on project progress, and a list of participants. Contains 44 references.) (YLB)

ED 371 121 CE 066 373

Centre for Adult and Continuing Education (CACE) 1993 Annual Report.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; *Adult Literacy; Annual Reports; Educational Research; Foreign Countries; International Educational Exchange; Literacy Education; Networks; Nonformal Education; Research Projects; Teacher Education
IDENTIFIERS- University of the Western Cape (South Africa)

This report sketches the main activities and developments within the Centre for Adult and Continuing Education (CACE), University of the Western Cape, South Africa. It begins by

Prison Higher Education in the United States" (Silva); "The Scope and Diversity of Prison Higher Education" (Lawrence); "Evaluating Prison Higher Education: A Beginning" (Campbell); and "Women Offenders: A Population Overlooked" (Wilson). The following essays describe three programs for human renewal: "California's Arts-in-Corrections: Discipline, Imagination, and Opportunity" (Cleveland); "Concrete Garden" (Johnson); and "A Prison Library" (Stevens). Also included are two views of conflict and accommodation in essays titled, "A View from Corrections" (Coffey) and "A View from Higher Education" (Carey). Three perspectives on the problems and promise of teaching in prison are presented as follows: "Teaching within the Contradictions of Prison Education" (Heberle, Rose); "An Experiment in Liberal Studies" (Licence); and "Technology and Progress: A Questionable Experience" (Richards-Allerton). Two prisoners' views of prison higher education are given in essays titled, "Cogito, Ergo Sum" (Taylor) and "A Prisoner's View" (Mason). Appended are information on the federal Pell Grant program and Pell Grants for prisoners. A subject index is included. Contains 216 references. (MN)

ED 371 140 CE 066 547

Vocational-Technical Education Today.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Educational Objectives; *Educational Opportunities; *Education Work Relationship; Financial Support; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; School Business Relationship; Secondary Education; *Vocational Education

Vocational-technical education (VTE) today encompasses a diverse array of programs to equip students with work and life skills. A widening skills gap in the nation's work force, coupled with the fact that only about 20% of the nation's current jobs require a four-year college degree, has made VTE more important than ever before. Research has confirmed the following: VTE graduates earn more than nonvocational high school graduates, VTE trains students for well-paying in-demand occupations, VTE can help students with disabilities perform better in school and find jobs afterwards, and VTE participation decreases educationally disadvantaged students' risk of dropping out. VTE's success has been attributed to the following: its balance of basic and occupational skills, tech prep, its hands-on approach, on-the-job training, and vocational student organizations. Hundreds of programs available to VTE students generally fall into the major areas of health occupations, business, trade and industrial, agricultural, marketing, technology, home economics, and technical education. Included among the more than 20,000 U.S. institutions currently offering VTE programs are more than 11,000 comprehensive schools, nearly 1,400 secondary area vocational-technical centers, and nearly 9,400 postsecondary institutions. VTE maintains strong links to business and community and is supported by a combination of federal, state, local, and private business funds. (MN)

ED 371 141 CE 066 548

Certified Professional Secretary Examination. Outline and Bibliography. Effective November 1994.

*Troubleshooting
IDENTIFIERS- Electrical Wiring; *Residential Wiring

This guide is designed to assist teachers conducting a course to prepare students for entry-level employment in the residential wiring trade. Included in the guide are six instructional units and the following sections of information for teachers: guidelines in using the unit components; academic and workplace skills classifications and definitions; competency profile; instructional/task analysis; list of related academic and workplace skills; list of tools, equipment, and materials required to complete the assignment/job sheets; a 15-item reference list; and a glossary. The following topics are covered in the instructional units: blueprint reading and load calculations, rough-in, service, trim out and troubleshooting, load center charges, and "smart house" wiring. Each unit contains some or all of the following: objective sheet, suggested activities, assignment and written test answers, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, student supplements, assignment sheets, and job sheets (lists of criteria for evaluating student performance). (MN)

ED 371 160 CE 066 623

Davison, Trevor
Competency-Based Training & Competency-Based Assessment: "Out of the Frying Pan and into...?"
PUB DATE- May 94
NOTE- 13p.; Paper presented at the Queensland Training Officer Society Conference (Rockhampton, Queensland, Australia, May 19-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Competency Based Education; *Cost Effectiveness; Educational Finance; Foreign Countries; *Job Performance; *Job Training; Minimum Competency Testing; Postsecondary Education; *Student Evaluation; *Transfer of Training; Vocational Education
IDENTIFIERS- Australia

A major initiative in Australia is a general and pervasive obsession with competency-based training and assessment. There is a real danger that the selling of competency-based training (CBT) and competency-based assessment (CBA) is greater than what it can offer. One criticism focuses on CBT, the other on CBA, although in most instances where CBT is implemented these two issues could not be addressed independently. The first criticism derives from the assumption that CBT, done well, requires training and the the assessment of training in contexts as close as possible to actual on-the-job performance. This is incredibly expensive, yet implementing anything less in the name of CBT would be a severe limitation on CBT delivering what it claims it can. Because most businesses and industries cannot afford to implement CBT in this fashion, the money invested in developing and delivering CBT in whatever way they can could well end up being a waste of money. The second criticism is one that all forms of assessment should deal with but rarely, if ever, do. It focuses on the relationship between trainee knowledge and performance of skills at the time of assessment and some future time and different place where the same knowledge and skills would be required. CBA says nothing about whether trainees will perform to required standards under conditions other than training ones. (Contains 10 references.)

adults received proficiency scores along three scales reflecting degrees of skill in prose, document, and quantitative literacy. Some of the results were as follows: (1) 16-18 percent of the respondents demonstrated skills in the lowest level of the scale; (2) 27-31 percent of the respondents performed in the next higher level of proficiency, and approximately one-third of the participants performed in the third level of proficiency; (3) approximately 18 percent of the respondents performed at the highest level; (4) the Ohio averages were almost identical to the Midwest averages and higher than the country as a whole; (5) older adults were more likely than middle-aged and younger adults to demonstrate limited literacy skills; (6) average literacy proficiencies rose with years of schooling completed; (7) employed respondents were less likely than the unemployed to have low literacy skills; (8) respondents with the highest literacy levels were most likely to earn the highest incomes; (9) persons who watched the most television had lower average proficiencies than those who watched the least; and (10) adults who used the skills tested in their jobs or lives were more proficient in them than those who did not. (The report contains 80 tables of statistical data on the survey and 3 appendixes that explain the research methodology of the survey.) (KC)

ED 371 179   CE 066 650

NLS Handbook 1994. The National Longitudinal Surveys.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 212p.; For the 1993 edition, see ED 364 756.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Demography; Employment; *Employment Patterns; Employment Problems; *Employment Statistics; *Labor Market; *Research Methodology; *Research Utilization; Statistical Studies; *Statistical Surveys; Unemployment
IDENTIFIERS- *National Longitudinal Surveys

The National Longitudinal Surveys (NLS), sponsored by the Bureau of Labor Statistics, U.S. Department of Labor, are a set of surveys each of which has gathered information at multiple points in time on the labor market experiences of five groups of men and women since the mid-1960s. Each group of at least 5,000 persons was selected to be representative of all U.S. citizens born during a given time period such that conclusions about the sample group would be generalizable to the experiences of the larger population. This handbook introduces the reader to the NLS project and the various data sets that comprise the NLS. It is designed to help readers make an informed decision on whether the NLS is an appropriate data source for their research needs and to provide additional resources for those who want more information. This handbook is organized in eight section. The first section presents a general introduction to the NLS and to this handbook. Sections 2, 3, and 4 overview the NLS samples: the NLSY (Youth), the NLSY mothers and children, and the four original cohorts. Each section provides information on the samples, the interviews, and the major data elements available within each data set. Section 5 presents a bibliographic listing of recently published research based on data from the NLSY, the NLSY

Esteem; Teaching Methods; Units of Study
IDENTIFIERS- Iowa

Based on focus group research in five locations in Iowa, this curriculum guide was developed to help meet the educational needs of families facing economic problems as a result of job or farm loss. The curriculum guide, which is organized in three modules that cover self-esteem, parenting, and resource management, uses a practical problem-solving approach. Each module centers around a perennial problem and its related practical problems. Concerns expressed by the focus group participants are grouped with each practical problem. The first page of the various sections in each module includes an outline of the perennial problem and the related practical problems and concern areas. This page is followed by a one-page summary of the general purpose of the section and an abbreviated overview of the learning processes and outcomes used in the section. The beginning of each practical problem section contains a statement of the practical problem and a brief synopsis of the learning activities suggested for each concern area. The concerns related to each practical problem are accompanied by statements of basic content and suggested learning activities. Modules include handouts or transparency masters and reference lists. (KC)

ED 371 197 CE 066 681

Bonner, Pat; And Others
Consumer Education and Information: Guidelines for Business-Sponsored Materials.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consumer Education; *Corporate Support; *Educational Resources; Guidelines; Instructional Material Evaluation; *Instructional Materials; *Material Development; *School Business Relationship

This pamphlet presents guidelines that have been developed to help business sponsors make the most effective use of available resources in the development of materials for consumer education and information to help consumers become better decision makers in the marketplace and to become more participatory citizens. The guide outlines the steps critical to the development of educationally sound consumer materials; it presents content standards that the sponsoring organizations (American Council on Consumer Interests, Consumer Information Center, National Coalition for Consumer Education, and Society of Consumer Affairs Professionals in Business) believe are appropriate for consumer materials. Topics covered in the pamphlet include the following: content criteria; format and media; ensuring quality and credibility; developing materials for the classroom; and sources for more information (addresses and telephone numbers and descriptions of the services and publications of the four sponsoring agencies). (KC)

ED 371 198 CE 066 682

Fabian, Ellen S.; And Others
A Working Relationship: The Job Development Specialist's Guide to Successful Partnerships with Business.

not guarantee skill mastery, poaching of trained workers, accounting rules that require training be treated as an expense and not an investment, inadequate government funding for retraining displaced workers, need for closer employer-school ties, and need for help from organized labor. Issues in the design, delivery, and evaluation of training efforts include an emphasis on the techniques and methods of training rather than the content and little emphasis on assessment of training outcomes. Training is critical to the implementation of four competitive strategies that firms use to compete for business in the marketplace and to gain competitive advantage--speed strategy, innovation strategy, quality-enhancement strategy, and cost-reduction strategy. Certain ground rules can enhance the likelihood that organizations and individuals will benefit from training. Before training, needs analysis should be done at multiple levels. During training, the objective is to select a training technique that accurately matches demonstrated training needs and to deliver training in a manner that maximizes learning, retention, and transfer. After training, long-term effects must be evaluated. (Contains 35 endnotes.) (YLB)

ED 371 216 CE 066 726

Laurence, Janice H.
The Military: Purveyor of Fine Skills and Comportment for a Few Good Men. EQW Working Papers WP25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Career Change; *Educational Opportunities; Employment Opportunities; Enlisted Personnel; Females; Fringe Benefits; Job Skills; Job Training; *Military Service; *Military Training; Minority Groups; Postsecondary Education; *Reduction in Force; Veterans; Veterans Education

The military is the largest educational and training institution in the United States and perhaps the world. Tangible benefits tied to military service include competitive pay, health care, paid vacation, and other perquisites. Compared to the civilian sector, the military has relatively more technicians, operators, mechanics, repairers, and transporters. A comparison of entry-level military jobs and civilian jobs shows that the former are rated as more complex. In addition, women and minorities have made considerable progress and enjoy more or less full-fledged member status, which includes equal rank, pay, and benefits. One of the most important benefits associated with the military is the opportunity to get an education. Furthermore, military educational benefits and effects do not end with time in service. Less tangible benefits are also associated with military service. Aside from solidifying and expanding basic academic and vocational skills, affiliation with the military imparts work attitudes and behaviors that are important factors in job performance and valued by employers in all sectors. As the military downsizes, employers will find at least in the short run a supply of able and valuable people to hire. Perhaps the biggest implication of downsizing for the work force is that the extensive opportunities provided by the armed forces will be open to fewer people. (Appendixes include 3 endnotes and 30 references.) (YLB) incorporated into a spelling curriculum are presented in sections 8 and 9. (MN)

ED 371 235 CE 066 768

IT & Basic Skills. A Training Pack for Tutors.
PUB DATE- May 93
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Computer Assisted Instruction; *Computer Uses in Education; Foreign Countries; Learning Activities; Lesson Plans; *Literacy Education; *Numeracy; *Spreadsheets; Tutoring; *Word Processing
IDENTIFIERS- *Microsoft Works; United Kingdom

This training package, which is designed for use by tutors teaching basic skills in a variety of adult education settings throughout the United Kingdom, consists of four booklets. The first two booklets explain how to use Microsoft Works word processing and spreadsheet software. Each contains instructions for using the Microsoft products in MS DOS (versions 2 and 3) and Windows environments. The third booklet, which discusses using spreadsheets to develop numeracy skills, includes sections on setting up a spreadsheet and using basic spreadsheet skills to solve consumer credit problems, read charts, create charts and materials, and make decisions. Outlined in the fourth booklet, which deals with using word processing software to develop literacy skills, are techniques for introducing students to word processors, using word processors in group work, and planning lessons and developing instructional materials. The third and fourth booklets are divided into sections containing the following: aim, objectives, section outline, skills checklist, list of materials needed, procedure, evaluation activity/criteria, and learning activities. (MN)

ED 371 236 CE 066 776

Drennon, Cassandra E.
Inquiry and Action: A Plan for Adult Education Staff and Professional Development in Virginia. Revised.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- Jun 94
NOTE- 41p.; For a related document, see CE 066 777.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Educational History; *Educational Philosophy; Inservice Teacher Education; *Literacy Education; *Professional Development; *Program Development; State Programs
IDENTIFIERS- 353 Project; *Virginia

This report presents a conceptual and structural framework for adult education staff development in Virginia. It recommends to Virginia adult educators and policymakers a set of structures to support staff development activities and then offers a philosophy to guide activities within those structures. The report first traces 2 years of a staff development study conducted in Virginia, beginning in July 1991. Profiled are the various support mechanisms proposed and the guiding philosophy among others. Ten objectives for training in gerontological social work were identified and appropriate learning activities were devised. An educational resource manual was designed for undergraduate social work students. Two of the participating institutions chose to upgrade social work curriculum to include more gerontology. One project site also worked to improve local service delivery. An extensive set of appendices include: (1) key activities of the project; (2) project organization and advisory committee meetings; (3) baseline surveys instruments and results; (4) design of model field site; (5) evaluation; (6) dissemination. (KM)

ED 371 255 CG 025 410

Ivey, Miriam R.; And Others
Correlates of Prolonged Depression among Detoxified Alcoholics.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Alcohol Abuse; *Alcoholism; Behavior Disorders; Clinics; *Depression (Psychology); Males; Moods; *Predictive Measurement; Predictive Validity; *Predictor Variables; Young Adults

The majority of depressive symptoms, prevalent among adults (without a history of a depressive disorder) entering alcohol treatment, usually abate within 2 to 3 weeks of abstinence without specific depression-focussed intervention, but some hospitalized alcoholics experience significant depressive symptoms despite sustained abstinence. Such depression may affect alcohol treatment participation and has been associated with poorer treatment outcome. In 562 alcohol dependent men with no preexisting DSMIIIR Axis I disorder who were admitted to an alcohol treatment program, this study examined persistent depression in relation to five potentially useful predictor domains: (1) neuropsychological functioning; (2) physical health; (3) family history of major depression and substance abuse; (4) psychosocial resources; and (5) drinking history/dependence. These areas were studied in order to identify which domains predict protracted depression among primary alcoholics. Results were that poorer social resources emerged as important for identifying male alcoholics at risk for prolonged depression, a noteworthy finding because social resources have traditionally been considered more important in female than in male depression, and because both social resource deficits and depression are associated with poor outcome for alcoholics following treatment. Poorer neuropsychological functioning may also be predictive, though other factors presumed to elevate risk such as health, family history, or patient drinking history were not useful in identifying men likely to suffer from prolonged depression. (MSF)

ED 371 256 CG 025 411

Brown, Sandra A.; And Others
Paternal Psychopathology: Relationship to Adolescent Substance Abuse and Deviant Behavior.
PUB DATE- 24 Aug 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American

NOTE- 10p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance (Denver, CO, April 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; *Child Behavior; Children; Elementary Secondary Education; Family Role; *Family School Relationship; *High Risk Students; *Intervention; Student Behavior; Teacher Student Relationship

Educators have a responsibility to learn more about at-risk youth. This paper examines such youths' family systems and dynamics, their identifying characteristics, and explores possible interventions. If a family perceives many situations as crises, that family usually possesses inadequate coping skills. Children in such families develop their own dysfunctional coping strategies such as acting out, substance abuse, withdrawal, and over compensation. The roles that such children adopt include: the hero, the scapegoat, the lost child, and the mascot. A child may adopt several roles or switch roles when necessary since dysfunctional families revolve around the pathology which creates the disturbance. Dysfunctional families also tend to be shame-based and have implicit rules, such as don't talk, don't trust, and don't feel, which serve to isolate the child from others. Teachers may intervene in this dysfunction by developing an understanding of the child's adopted role. Identification methods include record keeping of problematic school behavior, faculty observations and referrals, friend and student referrals, parents, and the legal system. Once the at-risk student is identified, the teacher and counselor can begin to develop specific intervention strategies. (An appendix characterizes family roles and lists role-specific interventions for teachers.) (Contains 11 references.) (RJM)

ED 371 275 CG 025 503

Stoffey, Ronald W.
The Influence of Drug Testing Attributes, Participation, and Personality on Potential Applicant's Attitudes and Job Pursuit Intentions.
PUB DATE- Aug 93
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Drug Use Testing; *Employee Attitudes; Employer Attitudes; *Employment Interviews; Higher Education; Personality Studies; *Personnel Policy; *Personnel Selection

Researchers are increasingly aware of the importance of job applicants' reactions to the personnel selection process. This study examines three variables in connection with drug testing policies: (1) the potential applicant's reactions to two different drug testing policies which varied in terms of drug policy characteristics and their impact on several organizational outcome variables; (2) the extent to which employee involvement in the development of drug testing policy may enhance perceptions of fairness of drug testing; and (3) the extent to which personality, in particular normfavoring

*Reading Improvement; *Reading Instruction; Urban Education

A program was designed to improve reading comprehension of first-grade students in one school and second-grade students in another school of an urban neighborhood school district in a medium-sized midwestern city. The problem has been addressed both at the district level and the building level, although scores in reading comprehension have decreased on the standardized tests over the past two years. Analysis of the probable cause data revealed that students were lacking in entry-level skills and prior exposure to reading. In addition, review of curricular content and implementation suggested that an overemphasis was put on the acquisition of skills in isolation rather than reading as a whole. Solution strategies suggested by the professional literature combined with an analysis of the problem setting resulted in the selection of two major categories of intervention. The first dealt with increasing exposure to books while providing successful experiences in reading. The second focused on activities using a variety of art forms designed to improve skills needed for increased reading comprehension. All symptoms of the original problem were reduced as projected: the students' reading comprehension skills improved through increased exposure to literature and the integration of the arts into the reading curriculum. (Contains 37 references, 4 tables, and 1 figure of data. A checklist for reading comprehension, the Elementary Reading Attitude Survey, two appendixes of data, and a 44-item list of songs, charts, and repetitive books are attached.) (RS)

ED 371 295 CS 011 724

Galezio, Marne; And Others
Improving Reading Abilities of Average and Below Average Readers through Peer Tutoring.
PUB DATE- May 94
NOTE- 79p.; Masters Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Elementary Education; Grade 1; Grade 2; Grade 6; *Instructional Effectiveness; Interpersonal Competence; *Peer Teaching; Reading Ability; *Reading Attitudes; *Reading Improvement; *Tutoring
IDENTIFIERS- Illinois (Chicago Suburbs)

A program was designed to improve the progress of average and below average readers in a first-grade, a second-grade, and a sixth-grade classroom in a multicultural, multi-social economic district located in a three-county area northwest of Chicago, Illinois. Classroom teachers noted that students were having difficulty making adequate progress in reading, as evidenced by continuing struggles with reading from year to year, difficulty in reading content area material, consistently low test scores, and low interest and frustration on the part of students. Administration of the MacMillan Placement test, reading placement scores, and reading grades confirmed the problem and described its extent. Analysis of probable cause data revealed that many readers lacked quality time spent practicing reading at home, and in school with teachers and other students. Although students reported valuing reading, poor attitudes and lack of motivation were apparent. These attitudes transferred to off-task behavior during silent reading, reading instruction, and assigned reading time. Solution strategies consisted of peer tutoring supported by social skill instruction designed to improve on-task time, allow for

ED 371 316   CS 011 745

Lewandowski, Susan
Integration of Reading and Writing Strategies To Improve Reading.
PUB DATE- Apr 94
NOTE- 92p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; *Grade 2; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Writing Relationship; Thinking Skills; *Writing Instruction
IDENTIFIERS- Illinois (Chicago Suburbs)

A program was developed for improving the reading of second-grade students in a progressive suburban community in northern Illinois. The problem was originally noted by an increase in the need for support services and low standardized test scores. Analysis of probable cause data revealed that students lacked knowledge of the relationship between reading and writing processes. In addition, a review of the district's general curriculum and textbooks revealed that academic concepts were taught in isolation. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of activities for students to integrate the reading and writing process, communication of student originated ideas in reading and writing, and demonstration of higher-order thinking through reading and writing. All strategic solutions occurred through curricular modifications and changes in teaching practices. All symptoms of the original problem were reduced as projected: students' integration of reading and writing improved; students' ability to communicate original ideas increased; and students demonstrated higher-order thinking skills through reading and writing. (Contains 38 references and 6 tables of data. A total of 25 appendixes presenting data, student writing samples, checklists, and lesson plans are attached.) (Author/RS)

ED 371 317   CS 011 746

Valdez, Maria
Improving Reading Skills through Tactile and Kinesthetic Strategies within a Whole Language Approach.
PUB DATE- Apr 94
NOTE- 55p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Bilingual Students; Cognitive Style; Early Intervention; *Grade 1; Instructional Effectiveness; Kinesthetic Methods; Oral Language; Primary Education; *Reading Improvement; *Reading Skills; Tactile Stimuli; *Whole Language Approach
IDENTIFIERS- Emergent Literacy; Illinois (Chicago Suburbs)

A program was developed for improving the reading skills of 22 first-grade bilingual students in a suburban K-6 elementary school located northwest of Chicago. The problem was detected because the first grade bilingual students had not achieved reading fluency at the conclusion of the academic school year and, consequently, did not exhibit strong reading comprehension skills. Traditional instruction methods were not meeting the needs of the targeted students. Inappropriate reading new literacy and were even fluent in their discussions and writings about its premises and merits. A separation between the critical theory of the course and the practice of teachers remained a consistent feature of the course. Teachers explained the boundaries of appropriate and inappropriate behaviors as ways of keeping themselves out of trouble. The instructor of the course learned about defensiveness, about an asexuality that permeates nice teacher culture, and about how they all participate together in masking and muting topics that cause discomfort because they are construed as inappropriate. The researchers realized that their characterization of the subjects as poor critical theorists was problematic--it privileged the university and its priorities over the daily, socially-based understandings of the teachers in their public school work. (Contains 19 references.) (RS)

ED 371 336   CS 011 765

Ridout, Susan Ramp; And Others
Reading Center Handbook.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Course Descriptions; Elementary Education; *Elementary School Students; Higher Education; Program Descriptions; *Reading Centers; Reading Diagnosis; *Reading Improvement; *Remedial Reading; Tutoring
IDENTIFIERS- *Indiana University Southeast

This handbook discusses the procedures of the Indiana University Southeast Reading Center that is part of a Methods of Teaching Reading II/Reading Practicum course. The handbook notes that the Reading Center operates on a diagnostic/prescriptive basis giving attention to the needs of the child in the area of language arts. After presenting a mission statement and a list of belief statements, the first section of the handbook explains the Methods of Teaching Reading II/Reading Practicum course, written assignment formats, and the procedures of the Reading Clinic. The second section of the handbook discusses Reading Center expectations, assignments to fulfill requirements for tutoring, a sample lesson plan, diagnostic assessment, and a sample log. The third section of the handbook addresses case report guidelines, the final report format, a sample case report, and a sample final report. The fourth section presents supplemental information, including a discussion of the Directed Reading Thinking Activity, vocabulary terms, student criteria for the course, a preliminary and final case report, a checklist for a good conference, a conference sheet, and the Dolch list of basic sight words. (RS)

ED 371 337   CS 011 766

Hagerty, Patricia
Readers' Workshop: Real Reading. New Directions.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Writing the Academy." In examining questions about readers or audience, readings will include Ong's "The Writer's Audience is Always a Fiction" and Porter's "Audience and Rhetoric." In examining questions about texts, readings will include LeFevre's "Invention as a Social Act, Crowley's "The Methodical Memory" and a series of articles on the rhetoric-as-epistemic debate to explore how writers invent their subject matter. In examining questions about contexts, readings will include Bullock and Trimbur's "The Politics of Writing Instruction: Postsecondary" and Faigley's "Fragments of Rationality, both of which will provide historical and political context--the material conditions in the field under which the other questions are being studied. The last three class meetings will be devoted to reading one article selected by each student during his or her research for the course paper. Students will also be required to keep a journal and formulate discussion questions based on their reading. (Includes course description and syllabus.) (TB)

ED 371 357 CS 214 360

Woolbright, Meg
"Backlash" or The Dialogic Interanimation between Theory and Research in the Writing Center.
PUB DATE- Mar 94
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communicaton (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Departments; Faculty Development; Higher Education; *Theory Practice Relationship; *Writing Laboratories; *Writing Teachers
IDENTIFIERS- Faculty Attitudes; *Professional Concerns; *Researcher Role

For instructors in college writing centers, doing research is crucial, both for understanding what they do and authorizing who they are. A dialogic relationship between the research undertaken and current theory is particularly crucial. The goal of this research needs to be understanding the relationship between the writing center and the larger institution. One way to do this is by focusing research on the stories of their day-to-day lives in writing centers. The most recent wave of research, written since Steve North's call for research in his "Idea of a Writing Center," has been of a highly theoretical sort and consequently has initiated a backlash: writing center instructors are calling for an end to research, a break from the theoretical cacophony. But Nancy Chodorow's theory about men's and women's work in "The Reproduction of Mothering" would offer a word of caution in the face of this retreat. Madeleine Grumet's reading of Chodorow posits a two-tiered institutional system in which men are responsible for systems, policy, procedures, and curriculum, and women are responsible for maintenance and execution. Writing instructors must guard against relegating themselves to this "lower class" position. They must speak about their daily lives behind the closed doors of writing centers and comment on their place in the larger institution. (TB)

ED 371 358 CS 214 361

accepting clear and unambiguous conclusions, then feminist instructors of composition should use it not only to dismantle traditional male notions of combative discussion, but also to build their own paradigms based on an acceptance of difference. Those feminists such as Sally Gearhart, Joyce Trebilcot, or Andrea Nye who shun logic altogether, maintaining that "any intent to persuade is an act of violence," will often employ logic in their own arguments; furthermore, they are not above attack in their own right. If those in feminist composition are to move ahead in engaging difference for the ultimate goal of an enriched concept of community, they must look at the tools available to them in ways that are not deterministic. They need also to recognize and draw on what is shared with the work of others such as Kenneth Burke. Janice Moulton, among others, has looked for alternatives to the adversarial method in philosophical argument, suggesting that reasoning be used in the context of larger systems of ideas and that experience be allowed as a necessary element of some reasoning processes. An introduction to women's studies class at Albion College used discussion to employ logic in such a manner as to work through differences while still respecting them. When in one class meeting a student indicated that she thought homosexuality was an "abomination," a productive discussion ensued. (Contains 17 references.) (TB)

ED 371 377 CS 214 381

Morris, Kerri K.; Mead, Dana Gulling
Collaboration, Consensus, and "Dissoi Logoi."
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; *Cooperative Learning; Higher Education; Interpersonal Communication; *Writing Processes
IDENTIFIERS- Author Text Relationship; *Collaborative Writing; Dialogic Communication; Writing Contexts

Noting that the paper might never have been completed if the authors had not used Dissoi Logoi to allow themselves to disagree and converse on paper, this paper suggests that consensus in collaborative writing happens but that forced consensus is a bad influence on imaginative scholars. Written in a "double voice," this paper highlights some moments in the history of the social constructionist practice of collaborative learning, suggests some theoretical and practical answers to the problem of consensus, and discusses the authors' processes of composing. The paper does not project a single authorial voice, nor does it hide the disagreements and conflicts two people find when writing together "or that one person naturally finds when writing alone." The paper identifies two voices: a straight voice that is at home in normal type "and that contains single ideas, specifically stated" and a comic "or commentating" voice whose entrance is indicated in bold italic type "and that contains many ideas not necessarily clearly focused." Using as an example the writing of this paper, the paper shows how disensus and the process of Dissoi Logoi, rather than consensus, can characterize collaborative writing. Contains 16 references. (RS)

ED 371 378 CS 214 382

California and 20 in Missouri, were chosen at random from the sample for follow-up observations. Results indicated that the middle grades writing program is characterized by similar components and processes implemented differently and at varying stages with different emphases; the current emphasis on teaching middle grades children how to write can be conceptualized in either of two opposing methods--group writing processes (focusing on the "process approach") and an "individualized products" approach; and the middle level writing curriculum is not taking advantage of the opportunities afforded by many programs and practices now in place within the structures of middle level organizational units. Results also indicated that four factors impacted the middle grades writing program: (1) teacher characteristics; (2) level of commitment to the middle school philosophy; (3) curricular and administrative policies; and (4) school grade span organizational type. Suggestions for improving middle level writing programs include: make the writing program interdisciplinary; use flexible scheduling; plan integrated writing activities during teaching teams' common planning time; and use more social learning activities. (Contains one table of data.) (RS)

ED 371 397 CS 214 403

Allison, Lane M.
What Are They Reading? Literature Preferences of Charlottesville Area Children.
PUB DATE- 26 Apr 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Elementary Education; Independent Reading; *Reading Interests; Reading Research; *Recreational Reading; *Student Attitudes; Student Surveys
IDENTIFIERS- Childrens Choices (Booklist); Trade Books; *Virginia (Charlottesville)

A study compared the choices of Charlottesville area children with those from Children's Choice lists, published annually in "The Reading Teacher." Subjects, 62 third- to sixth-grade students, were interviewed before they checked books out of the Jefferson-Madison Regional Library Main Branch in Charlottesville, Virginia. Children were asked why they chose the books they did. The books on the 19 annual Children's Choice lists from 1975 to 1994 were analyzed by genre, and 12 categories were developed based on the analysis. The books selected by the children were recorded on a checklist. Results indicated that nonfiction informational books were the most frequently read books; contemporary realistic fiction was a distant second; and none of the Children's Choice lists were similar to the Charlottesville area children's selections across all of the categories. Results also indicated that the three most common reasons cited by the children for choosing the books were: (1) the book was exciting; (2) "you can learn something"; and (3) "it is fun." (Contains 22 references, 20 figures, and 4 tables of data.) (RS)

ED 371 398 CS 214 404

Hood, Laura M.
Effects of Computer Correspondence on Student Writing.
PUB DATE- 94
NOTE- 37p.

prepared them for college and helped them to succeed. All 80 minority students enrolled at Illinois' Millikin University (enrollment, 1,800 students) were interviewed for 20 to 30 minutes each. Results indicated that: (1) students reported that English composition/writing classes, advanced mathematics courses, and speech communication/interpersonal courses helped them prepare for college; (2) the most helpful resource on campus was the writing center; (3) the hardest thing about being a Millikin student was the lack of cultural diversity; (4) approximately half of the students said that faculty members were fair and treated minority students the same as anyone else; (5) a strong sense of proving something to the world, a desire to be role models, and family were key motivating factors for the students to stay in college; and (6) the overwhelming response regarding changes the students wanted to see was more diversity on campus. Some of the programs and characteristics of Millikin University that have helped minority students include: the university's small, teaching-oriented status; close monitoring of student progress; a mandatory 8-week orientation course for all freshmen; early intervention programs; minority professionals and staff serving as role models for students; an active Office of Student Development; a writing center that provides transitions in oral and written communication; and the Office of Minority Affairs, which undertakes projects to address the needs and concerns of minority students. (Appendixes present the interview questions, preliminary findings, and time management steps.) (RS)

ED 371 417   CS 508 596

Burns, Gary; Kizer, Elizabeth
Madonna: Like a Dichotomy.
PUB DATE- 8 Mar 90
NOTE- 14p.; Revised version of a paper presented at the Annual Meeting of the American Culture Association (Toronto, Ontario, Canada, October 8, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Females; Higher Education; *Racial Attitudes; *Racial Integration; Racial Segregation; *Religion; *Sex Role; *Sexuality; Whites
IDENTIFIERS- *Madonna

Students in communication classes find it useful to study Madonna because she is a fascinating and prolific cultural figure whose merit and intentions are matters of great controversy. As the quintessential music-video star, she is also perhaps the medium's most significant auteur. In the areas of women's roles, motherhood, sexuality, race and religion, Madonna critiques and challenges widespread beliefs while at the same time reinforcing some of them. In her video "Like a Virgin," Madonna carries her trashiness to an extreme as she both mocks what the female is "supposed to do" as a bride and seductress and at the same time usurps the aggressiveness that is "supposed to" be the male's prerogative. She is in a sense, both male and female. According to Rosemary Kowalski, Madonna has provided a useful corrective to the feminism of the 1970s in her suggestion that it is all right for women to dress like women. In almost every video, there is at least one sequence in which Madonna writhes on the floor or ground, crawling, or assuming an otherwise prone position. Further, in the area of principal, including discipline, attendance, student activities, athletics, community agencies, master schedules, principal substitute, building operations, budget, reports, transportation, curriculum, communications, cafeteria, school calendar, and locks and lockers. According to the literature, it is impossible for one person to carry out all these duties and responsibilities. The literature further shows that the principal largely determines the assistant principal's job assignments. Although the assistant principal position is considered by many to be the stepping stone to the principalship, it is also considered by others to be a bona fide administrative career position in itself. A summary table is included. Contains 75 references. (MLH)

ED 371 437 EA 025 715

Westhuizen, Philip C. van der
Implementing an Assessment Centre in Educational Management Training at Universities.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the British Educational Management and Administration Society (Cardiff, Wales, United Kingdom, April 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Assessment Centers (Personnel); Competency Based Education; *Educational Administration; Evaluation Methods; Foreign Countries; *Graduate Study; Higher Education; Leadership Qualities; *Management Development; *Professional Development; Student Evaluation; Theory Practice Relationship

This paper discusses issues in implementing an assessment center in educational management programs at the university level. The assessment center would be used to determine the ability of a student to perform the management work of the principal. Practical work experience should be included as an integral part of an educational management course at the postgraduate level. The following steps for developing an assessment center are discussed: analyze needs; define objectives; secure faculty commitment; analyze job components; analyze organizational climate; develop operating procedures; train assessors; implement the program; develop a postassessment program; and reassess. Costs and values of establishing an assessment center are identified. A conclusion is that an assessment center can play an important role in university-level administrator-education programs and that universities should be prepared to provided competency-based training for their students. Postgraduate education in educational management should qualify students in both theoretical and management competencies. However, other personal qualities valuable for effective leadership--such as community-relations skills, integrity, and professional calling--are hard to measure and should also be considered. Contains 22 references. (LMI)

ED 371 438 EA 025 716

Westhuizen, Philip C. van der
The Management Development of Black School Principals: A South African Experience.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Research Conference of the British Educational Management and Administration Society (4th, Nottingham, England, United Kingdom, April 1992).

observations in 18 classrooms located in 2 public, 2 independent, and 2 parochial schools; and (2) conversations with the teachers. Part 1 offers two sets of categories of moral influence within classrooms. The first set involve deliberate moral instruction; the second set concern less obvious moral practice, which is the focus of the book. Part 2 offers four sets of observations that illustrate the process by which an expressive understanding of classroom life might be developed. The third part presents four more sets of observations and examines how classroom observations contain an inherent bias toward singling out the problematic and questionable. Part 4 describes ways to cultivate expressive awareness in schools and classrooms and describes how to look at classroom events from a moral perspective. The postscript contains 110 annotated references. (LMI)

ED 371 457 EA 025 896

Bolman, Lee G.; Deal, Terrence E.
Reframing Organizations: Artistry, Choice, and Leadership. Jossey-Bass Management Series, Social and Behavioral Science Series, and Higher and Adult Education Series.
PUB DATE- 91
NOTE- 492p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Interprofessional Relationship; *Leadership; *Leadership Styles; Management Development; *Organizational Change; *Organizational Climate; *Organizational Theories; Organizations (Groups); Politics of Education

This book shows how educators can become more versatile managers and more artistic leaders. In part 1, chapter 1 shows why reframing--the use of multiple lenses--is vital to effective leadership and management. It introduces the four basic lenses for organizational analysis--the structural, human resource, political, and symbolic frames--and show how artistry and reframing can lead to both managerial freedom and leadership effectiveness. Chapter 2 illustrates how managers' everyday theories can lead to catastrophe. Part 2 explores the structural frame. Chapters 3 through 8 describe the basic issues of organization, offers guidelines for successful restructuring processes, and applies structural concepts to the workings of groups and teams. The political frame is discusses in part 4. Chapters 9 through 11 examine the power of political dynamics in organizational decision making, the basic skills of the constructive politician, and ways to shape the organizational playing field. The symbolic frame is explored in part 5. Chapters 12 through 14 analyze the power of symbol and culture in several diverse organizations, the central role of organizational culture in determining organizational effectiveness, the symbolic function of organizational structures and processes, and the creation of a team culture with a shared mission. In part 6, chapters 15 through 23 provide information on how to improve leadership practice. A total of 9 tables, 8 figures, and 8 exhibits are included. (LMI)

ED 371 458 EA 025 898

evaluation systems, the chances of achieving greater equity are remote. Substantial changes in these and other practices are crucial to success. Transformational leadership provides a sound focus for restructuring. Transformational school leaders can help staff develop and maintain a collaborative and professional school culture, create conditions favoring teacher development, and enhance the staff's collective and individual problem-solving capacities. (MLH)

ED 371 476   EA 025 921

Nemiroff, Greta Hofmann
Reconstructing Education: Toward a Pedagogy of Critical Humanism.
PUB DATE- May 92
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Critical Theory; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Foreign Countries; Humanism; *Humanistic Education; *Instructional Innovation; *Nontraditional Education; Two Year Colleges
IDENTIFIERS- Dawson College PQ

This book is a valuable resource for those concerned with alternative approaches to education, and for such courses as educational theory or philosophy. Drawing on elements of progressive education, existentialism, feminist pedagogy, and values education, critical humanism combines the holistic-psychological concerns of humanistic education with the sociopolitical contextualization of critical pedagogy. Part 1 contains six chapters that describe how the pedagogy of critical humanism evolved. Chapter 1 provides an overview of the educational context in Quebec. Chapter 2 examines popular educational theories in the 1960s and 70s, and Chapter 3 traces the early philosophical roots of humanistic education. Theorists and theories of humanistic education--such as Abraham Maslow, Carl Rogers, George Isaac Brown, Clark Moustakas--are discussed in Chapter 4. Chapter 5 analyzes critical pedagogy, as presented by Paulo Freire and later critical theorists, and critiques current resistance theory. Chapter 6 describes how elements in the theory-practice of women's studies provide an excellent source for the pedagogy of critical humanism. Part 2 details the ideology and practice of the New School at Dawson College in Montreal, Quebec. Chapters 7 through 11 involve the following subjects: the dialectical relationship between ideology and praxis; the clientele, agenda of the state, and pedagogy at the New School; the primary affiliative group as the locus of learning; learning groups in the formal curriculum; and the school's struggle for creating community. Chapter 12 offers suggestions for implementing critical humanism methods in a variety of settings. Four figures are included. (Contains 200 references.) (LMI)

ED 371 477   EA 025 922

Cooper, Bruce S., Ed.
Labor Relations in Education: An International Perspective. Contributions to the Study of Education, Number 54.
PUB DATE- Jul 92
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

focuses on the current state of prevention, remediation, and support services implemented by the New York City Board of Education and recommends areas of improvement. Section II describes problems with existing special education services, highlights promising pilots, and makes recommendations for system-wide special education reform. (JDD)

ED 371 495   EC 303 082

Cramond, Bonnie
The Relationship between Attention-Deficit Hyperactivity Disorder and Creativity.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; Creative Thinking; *Creativity; Diagnostic Tests; Disability Identification; *Educational Diagnosis; Elementary Secondary Education; *Hyperactivity; *Incidence; Labeling (of Persons); Self Evaluation (Individuals); *Student Characteristics

This study examined the incidence of creativity among individuals with attention deficit hyperactivity disorder (ADHD) and the incidence of ADHD among individuals who are highly creative. The ADHD group consisted of 34 students, aged 6 to 15. The highly creative group consisted of 76 participants, ages 13 to 15, from the Torrance Creative Scholars Program in Louisiana. The ADHD group performed close to the test means on the Torrance Test of Creative Thinking-Figural Form A, on all components except elaboration. On elaboration, which is a measure of a style of creative response that gives attention to detail and perfects ideas rather than producing large numbers of ideas, the ADHD group scored more than one standard deviation above the test mean. Thirty-two percent of the ADHD group scored high enough on the Torrance Test to have qualified for the Creative Scholars program. The highly creative group completed the Swanson, Nolan, and Pelham Checklist (SNAP), indicating that 20 (26 percent) met the criteria for ADHD, attention deficit disorder with hyperactivity, or attention deficit disorder without hyperactivity, though SNAPs completed by their teachers reflected no elevated levels of hyperactivity, inattention, or impulsivity. The study concludes that a creative child could receive an unwarranted diagnosis of ADHD, and once a diagnosis is made, it is likely that behavior will be seen through that filter and so attributed. (Contains 33 references.) (JDD)

ED 371 496   EC 303 083

Anderson, Dana M.; And Others
Professional Collaboration: Empowering School Personnel through Peer Coaching.
PUB DATE- 9 Apr 94
NOTE- 11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires,

number of proposals received by NASDC from each state, list advisory panel members, and supply addresses of the selected projects. (Contains 30 references.) (Author/JDD)

ED 371 514 EC 303 101

West, June
Team Building through Wilderness Activities in Eighth Grade Special Education.
PUB DATE- Feb 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Western States Communication Association (54th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; *Behavior Disorders; Experiential Learning; *Group Experience; Group Unity; *Identification (Psychology); Junior High Schools; Outdoor Education; *Team Training; *Teamwork

The Outdoor Program is part of the special education program in a Northwest U.S. junior high school that combines wilderness activities with traditional classroom activities for students with behavior disorders. The goals of the program are to help the students learn to trust each other and the teachers, to teach students how to cooperate, and to build a team that would climb Mount Ranier. Observation and interviews with students and teachers show that team building is accomplished through group identification and through individual, collaborative, and temporal aspects of team building. The teachers and students exhibited the group identification strategies of finding common ground, antithesis, and the transcendent "we." Individual aspects of team building involved individual effort, planning, and commitment. Collaborative aspects of team building required cooperation and trust. Team building was also found to be an ongoing dynamic process that changes and moves back and forth toward accomplishing a team atmosphere within the group. (Contains 18 references.) (JDD)

ED 371 515 EC 303 102

Hayden, Mary F., Ed.; Ward, Nancy, Ed.
Self-Advocacy. Feature Issue.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 17p.; For an earlier edition, see ED 332 430.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; *Advocacy; Assertiveness; *Developmental Disabilities; Quality of Life; *Self Actualization; *Social Action; Social Change
IDENTIFIERS- *Self Advocacy; *Self Empowerment

This feature issue newsletter looks at issues the self-advocacy movement is raising and the contributions it is making to the lives of people with developmental disabilities. Articles by self-advocates and advisors to self-advocacy organizations talk about their self-advocacy experiences, barriers to self-advocacy, and ways to support it. Primary articles have the following titles and authors: "Self Advocacy: Realizing a

IDENTIFIERS- *Medically Fragile

The Medically Fragile Inservice for Related Services Teams (M-FIRST) project developed, evaluated, and disseminated model inservice practices centering on the provision of competency-based training to school and community personnel working with young medically fragile children in school settings. The M-FIRST goals focused on developing an inservice training model that utilized current knowledge of best practices regarding adult learning, state of the art technical skills and service delivery models, and interdisciplinary team development strategies. The teams typically included school nurses, occupational therapists, physical therapists, parents, teachers, administrators, paraprofessionals, and other school agency and community personnel. The teams participated in team development activities and team-based evaluative assessments designed to track and analyze team functioning over time. Training was provided through a series of formal training sessions and technical assistance follow-ups. Project evaluation activities focused on the following areas: best practices in inservice education, knowledge change in competency areas, team process development, impact on district services, consumer satisfaction with training activities, team member assumption of the trainer role, validation of instrumentation, and project dissemination and material development. (Contains 11 references.) (Author/JDD)

ED 371 534   EC 303 121

McKinney, David D.
An Investigation of a Parenting Videotape Targeted to Parents of Young Children with Disabilities. Final Report, Phase I.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Mar 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Activities; *Child Development; Child Rearing; *Disabilities; Early Childhood Education; Emotional Development; Feasibility Studies; *Hispanic Americans; Interpersonal Competence; Material Development; Needs Assessment; *Parent Education; Psychomotor Skills; *Videotape Recordings; Young Children

This feasibility study examined the need and the appropriateness of developing a videotape targeted to parents of young children with disabilities. The study involved a review of the literature, interviews with experts and practitioners, a focus group discussion to elicit the opinions and suggestions of parents of children with disabilities, development of preliminary design specifications, and a survey of promotion and delivery options. The proposed videotape would have Hispanics as its target audience and would promote the psychomotor, social, and emotional development of children, ages 4 to 6, through the use of age-appropriate arts activities. The videotape builds on the model of "Start with the Arts," an early childhood educational program that uses visual arts, creative movement, creative drama, and music to provide meaningful learning experiences in mainstreamed settings. The videotape could fulfill a need for parent training concerning the school activities of children with disabilities, and perhaps have a positive "ripple effect" of strengthening relationships among children, parents, teachers, and schools. Appendices provide a bibliography of approximately 60 items on parenting and children with disabilities, and a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Females; Foreign Countries; *Gifted; Personality Traits; Self Concept; *Sex Bias; *Sex Stereotypes; *Student Development; Talent Development; Teacher Role

This paper examines classroom dynamics that can lead to adolescent girls doubting their ability, creativity, and importance. Before children even start attending school, girls have learned verbal and physical self-restraint, thus requiring teachers to give more attention to boys who are more difficult to control. At school, intelligence is associated with the personality characteristics of independence, self-confidence, and adventuresome interests, and boys are more free than girls to publicly manifest these characteristics. Girls learn to present themselves as modest, self-deprecating, passive, and obedient while boys learn to be self-assertive and self-promoting. Children's understandings of themselves get constructed through significant adults' (e.g., teachers') understandings of them. There are many things teachers can do to support the development of girls' gifts in the classroom. Strategies include: offer assignments that invite more self-expression; research students' related interests before beginning a unit on a particular topic; challenge myths about gender; facilitate class dialogue about girls and boys being able to be friends; and have students work in mixed-sex groups. (JDD)

ED 371 556 EC 303 144

Liu, Andy
International Mathematics Tournament of the Towns.
PUB DATE- Sep 93
NOTE- 13p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference; see EC 303 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Competition; Correspondence Study; Foreign Countries; International Programs; *Mathematical Enrichment; *Mathematics Tests; *Problem Sets; Secondary Education; Summer Programs; Test Items
IDENTIFIERS- *International Mathematics Tournament of the Towns

The International Mathematics Tournament of the Towns is a mathematics competition for junior and senior high school students all over the world. The tournament began in 1980 in the former Soviet Union. Participants write contest papers locally, with emphasis on solving within a very generous time allowance a small number of interesting problems. The tournament does not offer prizes, in order to de-emphasize its competitive aspect, though diplomas, certificates, and books are distributed to deserving participants. Supplementary activities include a year-round correspondence school and a summer school in Russia. A description of a participant at the summer school, which was hosted by the Beloretsk Computer the reading scores of students who read the simplified and elaborated versions of the passages. (MDM)

ED 371 577 FL 022 048

Ellis, Rod
Naturally Simplified Input, Comprehension, and Second Language Acquisition.
PUB DATE- 93
NOTE- 18p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Educational Media; English (Second Language); Foreign Countries; *Instructional Materials; Language Research; Language Usage; *Media Adaptation; *Reading Comprehension; Second Language Instruction; *Second Language Learning; *Vocabulary Development
IDENTIFIERS- *Simplification (Language)

This article examines the concept of simplification in second language (SL) learning, reviewing research on the simplified input that both naturalistic and classroom SL learners receive. Research indicates that simplified input, particularly if derived from naturally occurring interactions, does aid comprehension but has not been shown to facilitate acquisition. Several studies demonstrate that providing learners with opportunities for communicating in a classroom setting leads to vocabulary acquisition. They also show that the learning that takes place is retained better than that resulting from rote memorization and is quantitatively greater than the learning that occurs as a result of trying to comprehend pre-simplified input. A distinction needs to be made between naturally simplified input and pedagogically simplified input, and with regard to the latter a further distinction between graded input and input as dependent exemplification. Discussions of simplified input need to distinguish the part that it plays in comprehension from its role in acquisition. (MDM)

ED 371 578 FL 022 049

Goodman, Kenneth S.; Freeman, David
What's Simple in Simplified Language?
PUB DATE- 93
NOTE- 15p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- English (Second Language); *English for Academic Purposes; Immigrants; *Language Proficiency; Language Research; Language Skills; Language Usage; *Learning Processes; Models; *Second Language Learning; *Teaching Methods
IDENTIFIERS- *Conversation; *Simplification (Language)

Traditional methods of both first and second language teaching have commonly relied on simplification, restricting the range of language forms and functions to be learned and then practicing those forms to achieve mastery. These methods, however, fail to consider seriously the questions of how language develops in natural contexts, what language proficiency consists of, and whether simplification facilities proficiency. Jim Cummins (1981, 1989) has argued that two variables, context and cognitive demand, may be used to describe various kinds of language proficiency. He situating the work within the national context. Administration is discussed in terms of changes in staffing, committee work of staff, funding, and building of organizational capacity. A new adult literacy and basic education project is described. These opportunities for formal training of adult educators are discussed: Certificate for Educators of Adults, Advanced Diploma for Educators of Adults, and Bachelors in Education module on adult and continuing education. These areas of nonformal education are described: ongoing development and running of training workshops for adult educators, development of training handbooks, continuing education of adult educators through a series of seminars, and the facilitation and design of nonformal education programs on request from other organizations. The following section addresses how the networking function of CACE has increased and changed substantially. Summaries are provided of specific research projects dealing with community organizations, women and nonformal education, social uses of literacy, a national approach to university-based professional training of adult educators, and lifelong learning and modular accreditation. The report also discusses international contacts and lists papers, articles, books, and conferences and workshops attended. (YLB)

ED 371 122 CE 066 386

Luxford, Terry E.
History of MODAC. Michigan Occupational Deans Administrative Council. 26 Years: January 25, 1967 to December 31, 1993.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Community Colleges; Educational History; *Organizational Change; *Organizational Objectives; *Professional Associations; Two Year Colleges; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Michigan Occupational Deans Administrative Council

This document traces the history of the Michigan Occupational Deans Administrative Council (MODAC), which was initially formed in 1967 as a professional association of community college deans that would focus on topics/issues such as the following: affiliation, relationship between administration and faculty, dual relationship of community colleges to adult education and secondary schools, use of advisory committees, program development, program allocation and rationale, pretechnical articulation, sharing of previously developed proposals with other committees, uniformity of curriculum in various community colleges, status of technicians, teacher retraining, curriculum, regulation of standards, faculty recruitment, equipment, and required hours for job preparation. The following highlights of MODAC's development are discussed: beginnings and first meeting; organizing process and second meeting; selecting a name; early (1969) membership policy and membership; early constitution, by-laws, and certificate of membership; membership roster as of 1973-74, and first presidents. Presented next are summaries of all MODAC meetings held between October 1966 and December 1993 and selected comments of five deans who belonged to MODAC during its establishment. Also included are lists of MODAC members, state supervisors of postsecondary education in Michigan, and the 1993-94 MODAC membership list. (MN)

PUB DATE- 93
NOTE- 18p.; Update of ED 319 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accounting; Adult Education; Business Communication; *Certification; Economics; Educational Certificates; Human Resources; Interpersonal Communication; Leadership; *Mastery Tests; *Office Automation; *Office Management; Office Occupations Education; Personnel Management; Professional Development; *Secretaries; Standardized Tests; Standards
IDENTIFIERS- *Certified Professional Secretary Examination

This outline and bibliography is designed to acquaint candidates and educators with the Certified Professional Secretary (CPS) Examination. The outline indicates the areas in which secretaries should possess knowledge, skill, understanding, and judgment. It is divided into the three parts that comprise the examination: finance and business law (economics, accounting, and business law), office systems and administration (office technology and office administration/communications), and management (behavioral science in business, human resources management, and organizations and management). The outline indicates the number of items on each part of the test, time allowed, and distribution of questions within each category. The bibliography lists the 111 recommended books according to the three parts of the test as well as the major subject areas. A list of publishers and revised list of references for broad overview are also provided. (YLB)

ED 371 142 CE 066 550

Bragg, Debra D.
Emerging Tech Prep Models: Promising Approaches to Educational Reform.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); Educational Change; Educational Legislation; *Educational Objectives; *Educational Practices; Educational Trends; Federal Government; Federal Legislation; Government Role; High Schools; *Models; Postsecondary Education; *Program Development; Technology Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tech Prep

Parnell's 1985 book, "The Neglected Majority," provided a conceptual framework for tech prep initiatives. By the late 1980s, 34 states had established tech prep programs patterned loosely after Parnell's 2 2 Tech Prep Associate Degree model. The federal government became a strong supporter of tech prep through the 1990 Perkins Vocational and Applied Technology Education Act. The fundamental components of tech prep are secondary-to-postsecondary articulation, integrated and authentic core curriculum, school-to-work opportunities, inclusive educational opportunities, outcomes-focused curriculum, and collaborative implementation. Among the main emerging tech prep models are the following: (1) pre-tech prep, which encompasses all 4 years of high school plus 2 years of postsecondary tech prep; (2) adult tech prep, which is designed

(YLB)

ED 371 161 CE 066 625

Flora, Jan L.; And Others
From the Grassroots: Case Studies of Eight Rural Self-Development Efforts.
PUB DATE- Aug 93
NOTE- 36p.; For a related document, see CE 066 626.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Community Development; *Economic Development; Federal Government; Industrialization; *Local Government; Public Policy; Rural Areas; *Rural Development; State Government; *Success; Vocational Education

Grassroots efforts were examined through a survey of 103 self-development projects across the United States, enriched by an indepth study of 8 successful and unsuccessful cases. They were as follows: Revolving Loan Fund, Mankato, Kansas; Orofino Unlimited, Orofino, Idaho; Center for Industry, Rome, Georgia; Windmill Market Farm and Craft Co-op, Penn Yan, New York; Project Herbs, Mars Hill, North Carolina; Manufacturing Firms, Oberlin, Kansas; Vermont Northern Growers Co-op, East Hardwick, Vermont; and Caswool Cotco, Yanceyville, North Carolina. Results of these efforts suggested that the success of self-development efforts was in part related to contextual factors the community could not control, including federal and state policies affecting economic development and infrastructure, local recognition of an economic crisis affecting the community, and existence of a flexible, dispersed local leadership structure. More important, community success was heavily dependent on its ability to overcome organizational problems. The organizational factors included the kind of project and whether it would include all groups or focus on a particular beneficiary group, an organizational structure appropriate to the particular needs of the group, access to capital appropriate to the needs of the project, and how vertical outside linkages were used. Communities enjoying the most success demonstrated leadership flexibility and adopted inclusive or group-focused approaches to community development. (Contains 17 references.) (YLB)

ED 371 162 CE 066 626

Green, Gary P.; And Others
From the Grassroots: Results of a National Study of Rural Self-Development Projects.
PUB DATE- Nov 93
NOTE- 46p.; For a related document, see CE 066 625.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Community Development; *Economic Development; Federal Government; Industrialization; *Local Government; Public Policy; Rural Areas; *Rural Development; State Government; *Success; Vocational Education

A study examined efforts to promote community-based economic development in 103 communities that adopted self-development strategies involving local governments working with other public and private entities providing employment, income, and services to local communities. Based on data collected from children, and the four original cohorts. Sections 6 and 7 describe the NLS compact disks, magnetic tapes, and documentation items available to the research community. Section 8 directs the reader to other publications, technical manuals, and reports that provide more information on the NLS. The manual includes 20 tables and 203 references. (KC)

ED 371 180   CE 066 651

Fahy, Terry W., Ed.
NLS Annotated Bibliography. 1968-1994 Edition. The National Longitudinal Surveys of Labor Market Experience.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- 94
NOTE- 702p.; Cover title "The National Longitudinal Surveys of Labor Market Experience: An Annotated Bibliography of Research." For an earlier edition, see ED 321 109.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; Citations (References); Demography; Employment; *Employment Patterns; Employment Problems; *Employment Statistics; *Labor Market; *Research Reports; *Research Utilization; Statistical Studies; *Statistical Surveys; Unemployment
IDENTIFIERS- *National Longitudinal Surveys

The National Longitudinal Surveys (NLS), sponsored by the Bureau of Labor Statistics, U.S. Department of Labor, are a set of surveys each of which has gathered information at multiple points in time on the labor market experiences of five groups of men and women since the mid-1960s. Each group of at least 5,000 persons was selected to be representative of all U.S. citizens born during a given time period such that conclusions drawn about the sample group would be generalizable to the experiences of the larger population. This NLS bibliography is the result of an ongoing effort to maintain and provide the public with an up-to-date record of research based on data from the NLS. This year's edition contains approximately 2,400 summaries of NLS-based journal articles, working papers, and dissertations that have been published during the past 25 years. It couples newly found research for the current year with entries from both the initial bibliography published in 1985 and the yearly updates that have been published since 1986. The main body of this publication contains NLS research arranged alphabetically by primary author's last name. Entries are complete with citation, abstract, specification of the NLS cohort or cohorts used in the research, and an identification number for easy referencing. Four indexes are provided: descriptor or keyword; title; NLS cohort; and primary or secondary authors. (KC)

ED 371 181   CE 066 652

NLS Users' Guide 1994.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Jun 94
NOTE- 1,149p.; For the 1993 edition, see ED 364 758.
LANGUAGE- English
EDRS Price- MF08/PC46 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Demography; Employment;

PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accessibility (for Disabled); Cooperative Programs; *Counselor Role; *Disabilities; Education Work Relationship; Employer Attitudes; *Guidelines; *Job Development; *Job Placement; Normalization (Disabilities); *School Business Relationship

This book offers a business-centered approach to obtaining employment for people with disabilities. Using examples and anecdotes from the business world, the book focuses on business concepts such as mutual return on investment, high quality service, and customer satisfaction. Building on these concepts, job-placement professionals will be able to establish enduring partnerships that help stimulate job development and facilitate job placement. The book offers strategies for the following: (1) reshaping the public's perception of placement services; (2) marketing placement services to prospective employers; (3) exploring valuable consultation opportunities; and (4) capitalizing on current social, economic, and business trends. The book contains 10 chapters that are organized into the following three sections: mutual return on investment--a substantive overview of partnerships; job development and placement--a practical framework; and into the future. An appendix contains a focus group study conducted to determine what local employers demand. (KC)

ED 371 199 CE 066 683

Idiris, Suleiman; Fraser, Barry J.
Determinants and Effects of Learning Environments in Agricultural Science Classrooms in Nigeria.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Agricultural Education; *Classroom Environment; Developing Nations; Foreign Countries; National Surveys; Secondary Education; *Student Attitudes
IDENTIFIERS- Agricultural Sciences; *Nigeria

A study examined the factors determining the learning environments of agricultural science classes in Nigeria and the effects of those learning environments on student attitudes and achievement. The study sample, which was selected to be representative of schools from Nigeria's northern and southern regions and urban and rural areas, consisted of 1,175 students in 50 secondary-level agricultural science classes in 20 different schools located in 8 states. The "Constructivist Learning Environment Survey" (CLES) and "Individualized Classroom Environment Questionnaire" (ICEQ) were used to determine student perceptions of classroom environment, the "School-Level Environment Questionnaire" was used to identify teacher perceptions of school-level environment, and the "Test of Enquiry Skills" and "Test of Related Science Attitudes" were used to measure student achievement. Analysis-of-variance, simple correlation, and multiple regression analysis were used to analyze the various data. Higher scores on the negotiation, autonomy, investigation, and differentiation scales of the CLES and ICEQ were associated with more positive student attitudes

ED 371 217 CE 066 727

Barley, Stephen R.
Will Military Reductions Create Shortages of Trained Personnel and Harm the Career Prospects of American Youth? EQW Working Papers WP26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Career Change; Economically Disadvantaged; *Educational Opportunities; Employment Opportunities; Enlisted Personnel; Females; Job Skills; Job Training; *Military Service; *Military Training; Minority Groups; Postsecondary Education; *Reduction in Force; Veterans; *Veterans Education

Although returns to military service may have been positive prior to Vietnam, since Vietnam the average veteran has neither benefited nor suffered economically from military service. Educational attainment is the primary reason veterans have earned more than nonveterans. Because the population as a whole has become more educated, military service does not seem to carry much of an economic advantage for the average veteran. This generalization must be tempered for three groups of veterans. The military functions as a highly effective jobs and scholarship program for minorities. Evidence consistently shows veterans with less than a high school degree do better than dropouts who do not enlist. Veterans trained in technical specialties comprise a third group that benefits from military service because their skills transfer readily to the civilian economy. Military reductions may exacerbate shortages of trained technicians and craftspersons. Policy makers should consider placing the burden of reductions in force on nontechnical occupational specialties. Since the military functions effectively as a jobs and scholarship program for minorities and the poor, another policy issue is how to ensure educational benefits to those who would be unable to acquire further education with military service. In addition, policies ought to be fashioned to create alternative forms of employment. (Appendixes include 4 endnotes and 32 references.) (YLB)

ED 371 218 CE 066 731

Griffin, Harold E.
Tech Prep in Arkansas: A Proposed Better Way.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; *Articulation (Education); Core Curriculum; *Curriculum Design; Educational Planning; *Education Work Relationship; High Schools; Institutional Cooperation; *Integrated Curriculum; Postsecondary Education; School Business Relationship; State Programs; Statewide Planning; Two Year Colleges; Vocational Education

of inquiry-based staff development. Additionally, the report poses challenges to all stakeholders in the adult education system, from adult students to policymakers, which would cause a fundamental shift in the approach to staff development. Following the initial inquiry, four action steps are offered: (1) implementing a new system for staff development (advisory boards, state staff development specialist, new practitioner training, learning plans, local support for learning plans, regional enters and workshops, a statewide newsletter, electronic links, a state resource center, summer institutes, a management development institute, and intensive topic institutes); (2) incorporating a philosophy (inquiry-based staff development described versus an expert-directed system); (3) involving others (partnerships, networking, and coalition building); and (4) choices and challenges to adult students and to teachers, aides, volunteers, and General Educational Development test examiners. Three references and the names and addresses of the staff development management planning team are included. (KC)

ED 371 237   CE 066 777

Drennon, Cassandra E.
Inquiry and Action: Implementation Guide for Program Administrators and Staff Development Facilitators.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Adult Education.
PUB DATE- Jun 94
NOTE- 83p.; For a related document, see CE 066 776.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Educational Resources; Inservice Teacher Education; *Literacy Education; Models; *Professional Development; Program Development; *Program Implementation; *State Programs; Teaching Methods
IDENTIFIERS- 353 Project; *Virginia

This staff development implementation guide, developed in Virginia, has been created to help program administrators and staff development facilitators answer the question, "What am I supposed to do tomorrow?" For program administrators, it includes procedures, guidelines, and recommendations for successful administration of an inquiry-based staff development program. For staff development facilitators, it provides tools they can use to assist practitioners in developing and carrying out inquiry projects. The brief first section of the guide describes the implementation process for inquiry-based staff development. It includes information on practice and professional development, the "systematic" side of the staff development system, and a model of Virginia's inquiry-based staff development system. Seven appendixes, which make up most of the document, include the following: (1) Virginia requirements for staff development; (2) the performance indicators for staff development; (3) learning plan forms; (4) resources for staff development facilitators; (5) resources for practitioners; (6) funding for staff development activities; and (7) evaluating staff development. (KC)

ED 371 238   CE 066 781

Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Alcoholism; *Antisocial Behavior; Behavior Disorders; Biological Influences; Drug Addiction; *Fathers; *Genetics; Heredity; Parent Background; *Parent Child Relationship; Prenatal Influences; *Substance Abuse

Research has documented the genetic contribution of paternal alcoholism and Antisocial Personality Disorder as risk factors for adolescent deviant behavior, including substance abuse. Teens (n=147) between the ages of 12 and 19 years and their parents participated in the study. The sample consisted of 74 substance abusing teens/families drawn from inpatients at addiction treatment centers in San Diego and 73 nonabusing teens/families drawn from the same community. This study evaluated the relationship between a history of paternal alcoholism and paternal deviant behavior, and offspring deviant behavior among adolescent substance abusers and nonabusers. This relationship was found to differ for substance-abusing and nonabusing adolescents. Among abusers, paternal alcoholism and paternal deviant behavior provided significant independent contributions in predicting teen deviant behavior. Among nonabusing teens, paternal alcoholism significantly predicted teen deviant behavior, but paternal deviant behavior did not add predictive utility. Theoretical and clinical implications are discussed. (Author/AA)

ED 371 257   CG 025 412

Schweinhart, Lawrence J.
What the High/Scope Perry Preschool Study Reveals about Developmental Transitions and Contextual Challenges of Ethnic Males.
PUB DATE- 20 Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blacks; *Child Development Centers; Educational Philosophy; Females; Males; Parent School Relationship; *Preschool Education; Preschool Evaluation; School Community Relationship; School Effectiveness; School Support; *Sex Differences; Student Development
IDENTIFIERS- African Americans; Perry Developmental Scheme; *Project Head Start

The High/Scope Perry Preschool study through age 27 found that high-quality, active learning preschool programs for impoverished African American children cut their crime rate in half, significantly affected their educational performance and level of schooling, increased their earnings and commitment to marriage, and returned $7.16 for every dollar invested. The High/Scope Perry program, however, affected males and females differently. This study reviews the design of the preschool study and summarizes its overall findings, examines the program's effects on males versus females, speculating on the implications of such findings, and considers the relevance of the preschool study to existing programs such as Head Start, orientation, may influence perceptions of fairness of drug testing. For the study, 143 undergraduate psychology and business students read one of four recruiting brochures assigned to one of four experimental conditions. Participants who were exposed to an unfavorable drug testing policy perceived the policy as being less fair and reported lower intentions to join the company than subjects exposed to a more favorable plan. Normfavoring orientation had a significant effect on perceptions of the fairness of drug testing policy with higher normfavoring applicants perceiving drug testing policy as more fair than lower normfavoring subjects. Companies need to consider the circumstances that lead to drug testing, their administrative procedures, and the consequences of failing a drug test when designing their drug testing program. (Contains 23 references and 5 tables.) (RJM)

ED 371 276   CG 025 506

Dagirmanjian, Steve; And Others
Mapping the Path to Narrative Common Ground with Couples.
PUB DATE- 23 Aug 93
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counseling Techniques; *Marriage Counseling; Psychotherapy; Therapeutic Environment; Therapy
IDENTIFIERS- *Consensus; *Couple Therapy; Narrative Inquiry

During psychotherapeutic work, couples typically present distinctly contradictory stories about their life together. This paper explores how a psychotherapist may promote mutually beneficial change for couples who contradict each other. One suggested tactic is a non-impositional approach to therapy using a narrative-oriented context. Such a tactic offers a conceptual point of reference for the therapist and the couple as they search for common ground. This orienting concept, called "preferred view," assumes that problems between people develop from the mishandling of ordinary difficulties which often arise during key transition points. These subsequent disjunctive perspectives create problems which cause views of self and others to become increasingly fixed and which leads to more restricted actions. The narrative common ground is obscured because each person holds a jaundiced view of the other. By understanding a problem's evolution, the therapist may develop a strategy for resolution. The therapist may then expand the narrative landscape by asking interested, curious, and respectful questions which do not threaten the client's preferred view. As the disjunctiveness decreases, the therapist is better able to suggest alternative explanations--the "preferred view"--for a problem's evolution which fit how people want to be seen by others. (RJM)

ED 371 277   CG 025 507

Harder, David W.; And Others
Affect Relationships to Psychopathology and Issues of Shame and Guilt Assessment.
PUB DATE- 20 Aug 93
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).

individual reading instruction, improve self-esteem, and improve attitudes toward reading. Results indicated that peer tutoring had a positive impact on all children. Reading abilities and attitudes were either maintained, or, in many cases, improved. Contains 25 references, 2 tables, and 4 figures of data. The peer tutor flyer, tutor tally sheets, a tutee evaluation sheet, and the Elementary Reading Attitude Survey instrument are attached.) (RS)

ED 371 296   CS 011 725

Howard, Walter J., III
Improving Reading and Communication Skills of Ninth Grade Students.
PUB DATE- Apr 94
NOTE- 110p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Communication Skills; Cooperative Learning; Grade 9; High Schools; *Multicultural Education; Program Effectiveness; *Reading Achievement; *Reading Improvement; Self Esteem
IDENTIFIERS- Illinois (Chicago); *Literacy as a Social Process
  A program was developed to improve the reading scores and communication skills of ninth-grade students from multicultural backgrounds. The students' socioeconomic status ranges from below the poverty level to upper middle class. The population of the high school in suburban Chicago (Illinois) is multiethnic, the English is not always the primary language spoken in the home. Probable cause data collected from the site indicated that students lack a positive self-concept and show a lack of ethnic pride. Chosen solution strategies included a multicultural approach to meet the needs of students. Cooperative learning was the main focus of the intervention. All of the objectives of the project were successfully fulfilled in varying degrees: the reading scores of the target students improved according to standardized tests; the oral and written communication skills of the students improved; and the students' ethnic pride and self-esteem increased along with their knowledge and tolerance of different cultures. (Contains 25 references and 3 tables of data; 29 appendixes present data, student writing samples, interview questions, and related material.) (RS)

ED 371 297   CS 011 726

Hsu, Yuehkuei
Whole Language and Reading Achievement: Review of the Literature.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; Elementary Education; *Instructional Effectiveness; Literature Reviews; *Reading Achievement; *Reading Research; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues
  A review of research on the effects of whole language suggests that no one approach to teaching reading is distinctly better in all situations and respects than other methods. The whole

instruction for the learning styles of the students, a developmental delay of the children's oral language, limited exposure to printed materials and lack of reading practice were the major causes identified. The solution strategies selected to meet the needs of this population included the whole language approach combined with principles of the learning styles movement. The chosen interventions were designed to develop oral language, emergent literacy, automatic word recognition, to improve reading fluency and comprehension skills. The intervention was intended to help first-grade bilingual students have a solid ground for the reading process through their own style of acquisition of knowledge. This would empower them to make the transition to the second language. The problem was reduced. Students improved in the specified areas where interventions were applied. Oral language was the key element through which students evidenced that comprehension was acquired. (Contains 42 references, 4 tables, and 3 figures of data. An appendix describing how to produce "gel boards" and two appendixes of data are attached.) (Author/RS)

ED 371 318   CS 011 747

Paulsen, Cassandra
Integration of Reading and Writing Strategies To Improve Reading.
PUB DATE- Apr 94
NOTE- 68p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; *Grade 1; Instructional Effectiveness; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Writing Relationship; Thinking Skills; *Writing Instruction
IDENTIFIERS- Illinois (Chicago Suburbs)

A program was developed for improving the reading of first-grade students in a progressive suburban community in northern Illinois. The problem was originally noted by an increase in the need for support services and low standardized test scores. Analysis of probable cause data revealed that students lacked knowledge of the relationship between reading and writing processes. In addition, a review of the district's general curriculum and textbooks revealed that academic concepts were taught in isolation. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of activities for students to integrate the reading and writing process, communication of student originated ideas in reading and writing, and demonstration of higher-order thinking through reading and writing. All strategic solutions occurred through curricular modifications and changes in teaching practices. All symptoms of the original problem were reduced as projected: students' integration of reading and writing improved; students' ability to communicate original ideas increased; and students demonstrated higher-order thinking skills through reading and writing. (Contains 34 references and 4 tables of data. A total of 11 appendixes presenting data, student writing samples, checklists, and lesson plans are attached.) (Author/RS)

ED 371 319   CS 011 748

Dingboom, Deborah; And Others
Improving Student Reading Abilities and Attitudes of Culturally and Linguistically Diverse Students through Curriculum

Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Elementary Education; Foreign Countries; Instructional Effectiveness; Lesson Plans; Program Implementation; *Reading Instruction; Student Centered Curriculum
IDENTIFIERS- Child Centered Education; *Readers Workshop

In addition to describing the readers' workshop concept, this book provides practical suggestions and mini-lessons that will help teachers set up their own workshop and assess its effectiveness. The book notes that readers' workshop is a child-centered approach to teaching reading that brings the "real" world of reading into the classroom: students select their own reading materials, read at their own pace, and talk to others about what they have read. Sections of the book discuss what a readers' workshop is, why a readers' workshop should be used, how to use a readers' workshop, assessment, and getting started. Contains 20 references. (RS)

ED 371 338   CS 011 767

Powell, Debbie; Hornsby, David
Learning Phonics and Spelling in a Whole Language Classroom. Teaching Strategies.
PUB DATE- 93
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Elementary Education; *Phonics; Reading Instruction; *Spelling; Spelling Instruction; Student Evaluation; *Whole Language Approach; Writing Instruction

Clarifying the place of phonics and spelling in a whole language program, this book presents classroom-tested strategies, models, and activities to help students make graphophonic connections, giving them the tools they need to become confident, lifelong readers and writers. Chapters in the book are: (1) Phonics and Spelling in Perspective; (2) The Whole Picture; (3) Daily Reading; (4) Daily Writing; (5) Writing/Reading from Shared Experiences; (6) Recording, Evaluating, and Reporting; and (7) Keeping Parents Informed. Phonic elements for sound charts, consonant sounds, vowels and diphthongs, letters of the new alphabet, a poem written in the standard alphabet and the new alphabet, and checklists for emergent, novice, or independent readers and spellers are attached. (RS)

ED 371 339   CS 011 768

De Fina, Allan A.
Portfolio Assessment: Getting Started. Teaching Strategies.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Education; *Literacy; *Portfolios (Background Materials); *Student Evaluation; Writing Evaluation
IDENTIFIERS- Alternative Assessment; *Portfolio Approach; Student Centered Assessment

Inviting teachers, students, and parents into the portfolio process, this book discusses how portfolios can be used effectively in any and every classroom. The book also offers

Heglar, Charles J.
Slave Narratives as Polemic.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Cultural Context; Discourse Analysis; Higher Education; *Persuasive Discourse; Rhetorical Theory; *Slavery; Undergraduate Students
IDENTIFIERS- Genre Studies; *Slave Narratives

Although slave narratives have enjoyed critical attention as literature and autobiography, when presenting them to undergraduates, there is some confusion--usually centering on the dissimilarities between the narratives and traditional autobiography. The narratives are not as linear, not as focused on personal development; the narrators are not as renowned as some national figures. Finally the narratives are polemical or didactic; they argue a point persistently. While the polemical nature of slave narratives must lead to a study of historical context, it should also lead to a study of the popular genres they appropriated. Ex-slaves used the conventions of the spiritual autobiography, the conversion narrative, or the sentimental novel for the following reasons: (1) to tap into a storehouse of formulas which a reading audience already shared; (2) to argue subtextually for their inclusion in the mainstream; (3) to draw the reader into sympathetic relation with themselves before they asserted their sense of difference or individuality through some subversion of expectation. In "Incidents in the Life of a Slave Girl," for instance, Harriet Jacobs appropriates sentimental conventions at the same time that she challenges them to argue against slavery. (TB)

ED 371 359 CS 214 363

Dominquez B., Elias
"Que lo diga a los cuatro vientos": An Ethnographic Analysis of Three Sermons by Priests of Mexican Origin.
PUB DATE- Mar 94
NOTE- 43p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994). M.A. Essay, University of Illinois.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Comparative Analysis; *Cultural Context; Ethnography; Higher Education; *Language Role; *Persuasive Discourse; *Religious Factors; Writing Instruction
IDENTIFIERS- *Communicator Style; Discourse Communities; Illinois (Chicago); Mexico; *Rhetorical Strategies; Sermons; Textual Analysis

Noting that many instructors involved in teaching writing to students of differing cultural backgrounds seek to pinpoint the origin of the differences in communication between the form of written language conveyed to students and that which they use in their everyday language, this paper recommends ethnography to provide evidence as to what is valued and considered

McClure, Susan H.
Do You Read Me?
PUB DATE- 16 Apr 94
NOTE- 6p.; Paper presented at the Meeting of the Pennsylvania College English Association (Pittsburgh, PA, April 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Interviews; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; *Teacher Response; *Teaching Styles; *Writing (Composition); Writing Research
IDENTIFIERS- *Indiana University of Pennsylvania

A series of taped interviews with undergraduates at Indiana University of Pennsylvania enrolled in a writing class yielded a number of findings about their responses to their instructor's marginal and terminal comments on their papers: (1) the comments least understood were the "blanket comments," those comments that the instructor used often to indicate common problems; (2) the students understand writing as a matter of being right or wrong--they do not understand writing as a form of expression, a process; (3) students are not so much interested in improving their writing as improving particular papers; and (4) the comments that the students found most helpful were the positive ones because "negatives make you feel bad." The interviews were conducted by three tutors at the campus writing center; the instructor was not present. Nineteen of the students signed up for the interviews; 15 came and were recorded but 6 were erased accidentally. (TB)

ED 371 379   CS 214 383

Goforth, Frances S.; Spillman, Carolyn V.
Using Folk Literature in the Classroom: Encouraging Children To Read and Write.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; *Class Activities; Curriculum Guides; *Folk Culture; Poetry; Primary Education; *Reader Response; *Story Reading
IDENTIFIERS- Aesthetic Reading; *Folk Tales; Response to Literature

Designed for teachers in the primary grades, this book provides a number of units outlining possible instructional strategies for teaching folk literature. The book's aim is to help children personally connect with literature so they will continue to love reading throughout their lives. The first chapter offers background on the world of folk literature; the second describes the main theory around which this book is centered, "the literary transaction process," which helps students to construct meaning and make responses based on their reading and their understanding of their world. Chapters 3-7 present summaries of 54 stories and verses from 20 countries, representing 15 subgenres of folk literature. Each chapter (or unit) contains three themes with three folk literature selections per theme along with suggestions for teaching those selections. (The subgenre and country of origin for each story are noted.) The instructional units are as follows: (1) Changes

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Electronic Mail; Grade 2; Letters (Correspondence); Primary Education; Student Surveys; Writing (Composition); *Writing Attitudes; Writing Evaluation; Writing Research
IDENTIFIERS- Virginia

A study investigated the effects on second graders' writing due to their participation in an electronic mail letter exchange. Subjects were 14 second-grade students who participated in a project on Virginia's Public Education Network, where they corresponded with a person in the character of Winnie-the-Pooh. A pre-test/posttest design was used in a 5-week interval. A rating scale was used to evaluate the students' writing. The students' writing was then grouped to correspond with the domains on the scoring system used for the Virginia Literacy Passport Test. Results indicated that the subjects scored higher in the composing and style domains on the posttest than the pretest, but lower in the usage domain and sentence formation on the posttest than the pretest. Results also indicated no change on the mechanics domain scores. Surveys of the subjects revealed largely positive attitudes towards the project. With future research, projects like this could be improved and become even more effective in promoting student writing. (Contains 20 references and 4 figures of data. The rating scale for the pre-test and posttest, the rating scale categories of the Virginia Literacy Passport, and the student opinion survey are attached.) (RS)

ED 371 399 CS 214 405

Barth, Patte, Ed.
Defining the Language Arts.
PUB DATE- Jun 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Beginning Teachers; *Bilingual Education; Definitions; Elementary Secondary Education; English Curriculum; *English Instruction; *Language Arts; *Professional Recognition; Teacher Attitudes
IDENTIFIERS- New Teachers; Shaker Heights Schools OH; Writing Development

This issue of "Basic Education" presents articles that discuss, respectively, defining the language arts, an agenda for English, the benefits of two languages, a new teacher (presently teaching English in a foreign country) looking ahead, and the Shaker Fellowships awarded by the school district in Shaker Heights, Ohio. Articles in the journal are: (1) "Writing with Nothing to Say" (Patte Barth); (2) "Meaningful English Assessment" (David H. Lynn); (3) "Two Years Later" (Amy Rukea Stempel); (4) "A Bilingual Success Story" (Stephanie Soper); and (5) A Summer for Tender Thought" (Elsa M. Little). (RS)

ED 371 400 CS 214 407

Toner, Lisa
Rhetorical Prudence and Ethics: Writing as Cultural Criticism vs. Writing as Moral and Civic Thinking.
PUB DATE- 17 Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the

race, Madonna, unlike other rock stars, makes her interracial themes so explicit that the viewer cannot overlook them. This forces the viewer to accept or reject her images--although because of her radical critique of religion, viewers may reject them on the grounds of "blasphemy" when in fact they may be responding to her portrayal of African-Americans. (Contains 19 notes.) (TB)

ED 371 418 CS 508 597

Producing Bias-Sensitive Theatrical Performance and Variety Shows: A Production Guide. A Primer for Producers of Plays, Talent and Variety Shows, Assembly Programs, and Other Similar Events.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; *Bias; Elementary Secondary Education; *Production Techniques; *Theater Arts
IDENTIFIERS- Cultural Sensitivity

This booklet offers guidelines for theater directors, activities directors, club sponsors, and school administrators to ensure the production of "bias-sensitive" performances that avoid presentation of bias based on gender, race, ethnicity, national origin, age, disability, or sexual orientation. The booklet: (1) discusses the issue of bias-sensitive performances; (2) offers a definition of such a performance; (3) discusses the six common forms of insensitive biases; (4) offers performance guidelines; and (5) answers six frequently asked questions. (RS)

ED 371 419 CS 508 598

Newburger, Craig; And Others
Self-Confrontation and Public Speaking Apprehension: To Videotape or Not Videotape Student Speakers?
PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Problems; Communication Research; Comparative Analysis; Higher Education; Introductory Courses; *Public Speaking; *Self Evaluation (Individuals); Videotape Recordings

A study examined the impact of self-confrontation (self-viewing of videotaped speeches) on student public speaking apprehension. Subjects, 112 undergraduate students enrolled in introductory public speaking classes who were confronted with their videotaped speeches (as post-performance feedback), did not experience a reduction in their public speaking apprehension, while 56 undergraduate subjects not so confronted did experience a significant reduction. Findings suggest that the experience of presenting several speeches before an audience appears to be the intervening variable that invoked the reduction in public speaking apprehension, while self-confrontation appears to inhibit this reduction. (Contains 12

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *Blacks; Educational Administration; Elementary Secondary Education; Foreign Countries; *Inservice Education; *Leadership Training; *Management Development; *Principals; Professional Development; Program Effectiveness
IDENTIFIERS- *South Africa

Prior to April 1993, the educational system in South Africa consisted of five separate departments of education. The Department of Education and Training (DET) governed education for the 10 black groups, excluding independent states and self-governing states. This paper describes the DET's inservice training policy for senior personnel, particularly the Top-Down Program and the Farm School Program. In the Top-Down Program, school inspectors trained group facilitators, who then trained principals. The program consisted of a core curriculum, coaching, and development of everyday competencies. In a questionnaire administered to 38 principals, a majority of respondents reported that the program had helped them improve their planning, organizational, leadership, and supervisory skills. The Farm School Program was a national program for the education of rural black children. Farm-school management was the joint responsibility of the DET and the farm owner. The aims of the Farm School Management and Teacher Development Project were to improve the professional skills and competencies of farm-school principals and teachers, and to uplift the educational experiences of farm school pupils. An evaluation of the project indicated that it and the Top-Down Program were up to standard and innovative. Three tables and one figure are included. Contains 15 references. (LMI)

ED 371 439 EA 025 717

Westhuizen, P. van der; Erasmus, M.
The Professional Development of School Principals by Means of a Mentoring System in a Developing Country.
PUB DATE- May 94
NOTE- 20p.; Paper presented at the International Intervisitation Programme (8th, Toronto, Ontario, Canada, May 15-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Educational Administration; Elementary Secondary Education; Foreign Countries; *Interprofessional Relationship; *Mentors; Partnerships in Education; *Principals; *Professional Development
IDENTIFIERS- *South Africa

This paper examines the need for a mentoring program for school principals in developing countries where, as in South Africa, no formal structures for principal mentorships exist. Following an overview of mentoring and a review of literature, characteristics of a successful mentoring system and effective techniques for observation and feedback are described. Some essential elements include mutual responsibility, trust, long-term goals, and clear objectives. Mentors should demonstrate outstanding expertise and knowledge, enthusiasm, flexibility, and practical experience. Proteges develop self-confidence, learn to apply theory to practice, and clarify their own interpersonal styles. Mentors experience professional growth,

Carver, John
Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations. Jossey-Bass Nonprofit Sector Series and the Jossey-Bass Public Administration Series.
PUB DATE- 90
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; *Boards of Education; Elementary Secondary Education; *Governance; Governing Boards; *Leadership; Nonprofit Organizations; Organizational Climate; Organizations (Groups); *Policy Formation

School board difficulties are not a problem of people, but of process. This book presents a radically new model of board governance that energizes board members to build a strong, vibrant organization that achieves its goals. Following the preface, chapter 1 recounts the varieties of boards, their predictable difficulties, and the need for more precise principles of governance. Chapter 2 makes a case for a new approach to policy making and what boards should make policy about. Four new categories of the governing role are developed. The third chapter examines the depth and breadth of board policy in a way that frees boards from staff details and an endless stream of approvals. Policies about organizational results are discussed in the fourth chapter. Chapter 5 covers those policies that allow board control over administrative and programmatic action, with a focus on ethics and prudence. Policies that establish an effective board-staff relationship through a chief executive officer are described in the sixth chapter. Chapter 7 addresses the board's relationship to its stockholder equivalents and its primary accountability to that trust. The eighth chapter extends the same discussion of board role to subgroups of the board. Ways to keep the board on track with structured discipline and long-range agendas are described in chapter 9. Finally, the importance of thinking big, keeping the dream out front, and other ingredients of strategic leadership are discussed in chapter 10. Appendices contain varieties of applications, guidelines for bylaws, and a list of contributed board policies. (LMI)

ED 371 459   EA 025 899

Gauld, Joseph W.
Character First: The Hyde School Difference.
PUB DATE- 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Family Involvement; *Nontraditional Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Partnerships in Education; School Effectiveness
IDENTIFIERS- *Hyde School ME

This book describes the 27-year-old Hyde School and its innovative family-school partnership. The school focuses on the development of character as a prerequisite to academic achievement. It strives to instill the following values in its

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Collective Bargaining; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Labor Economics; *Labor Relations; Quality of Working Life; Secondary School Teachers; Teacher Associations; Teacher Rights; *Teacher Welfare; Teaching (Occupation); *Unions

This book analyzes the unionization of elementary and secondary school teachers in a variety of nations. Following the acknowledgments, foreword by Charles T. Kerchner, and introduction, 16 articles are presented from different countries on international labor relations in education. Each chapter contains an overview and exploration of the history, legal structure, union organization, typical activities, and impact on schools and society. Chapters include the following: (1) "Introduction" (Bruce S. Cooper); (2) "Australia" (Andrew Spaull); (3) "Canada" (Michel Grant); (4) "China" (Sun Jun); (5) "England and Wales" (Martin Lawn and Geoff Whitty); (6) "France" (Guy Coq); (7) "Germany" (Deiter Wunder and Manfred Weiss); (8) "Greece" (Chris Jecchinis and Theoderos Koutroukis); (9) "Hungary" (Peter Darvas); (10) "India" (N. Jayaram); (11) "Israel" (Haim H. Gaziel); (12) "Italy" (Mario Ricciardi and Tiziano Treu); (13) "Mexico" (Regina Cortina); (14) "New Zealand" (Liz Gordon and Ken Wilson); (15) "Sweden" (Jan Erick Lane); (16) "United States of America" (Albert Shanker); and (17) "Trends and Developments" (Bruce S. Cooper). Also included are a bibliographic essay by Bruce S. Cooper, 332 tables, and four figures. References accompany each chapter. (LMI)

ED 371 478   EA 025 923

Sybouts, Ward

Planning in School Administration. Greenwood Educators' Reference Collection Series.

PUB DATE- Mar 92

NOTE- 344p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Change Strategies; Delphi Technique; *Educational Change; *Educational Planning; Elementary Secondary Education; Holistic Approach; *Long Range Planning; Management Systems; Models; Organizational Change; Planning; *Strategic Planning; *Systems Analysis; Systems Approach

Because schools must operate in a changing environment, educators must manage change whether they wish to or not. Administrators must plan accordingly, and the best plans arise from a solid theoretical base. This book provides that base, by drawing on systems theory to develop effective approaches to strategic and operational planning in education. The text evolved from case studies of successful planning in local school districts and from a national survey of education faculty. It focuses on the human dimension in educational planning and on the essential role of leadership and vision in the effective management of change. Chapter 1 provides an introduction to planning and the different types of planning. Chapter 2 introduces a broad perspective of systems theory. Chapters 3 and 4 describe in detail the strategic and operational planning processes. Chapters 5 through 11 discuss tools with which educational

Evaluation Instruments (160)
DESCRIPTORS- Classroom Observation Techniques; Cooperative Programs; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Outcomes of Treatment; *Peer Teaching; Practicum Supervision; *Severe Disabilities; *Severe Mental Retardation; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Empowerment; *Peer Coaching

Peer coaching, in which two teachers observe each other's classes with the objective of helping each other improve their instructional abilities, empowers teaching professionals by enabling them to develop their own criteria for evaluation of and responsibility for quality classroom performance. Peer coaching can involve collaborative, expert, or mirroring activities. Effects of coaching on the transfer of training include: more frequent practice of new strategies, more appropriate use of new strategies, long-term retention of knowledge of coached strategies, and clearer understanding of the new strategies. A study of seven practicum students examined the effectiveness of peer coaching in increasing specific teaching behaviors in a self-contained school for students with severe/profound intellectual disabilities, and assessed the viability of peer coaching as a supplement to university supervision in distant field placements. In general, participants reported that peer coaching made a valuable contribution to their field experience. Attachments to the paper include steps in peer coaching, a peer coaching evaluation sheet, a questionnaire assessing teachers' perceptions about being coached, and a data collection sheet. (JDD)

ED 371 497 EC 303 084

Patton, James M.
African American Students with Gifts and Talents in an Inclusive Classroom.
PUB DATE- 7 Apr 94
NOTE- 11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Black Students; Change Strategies; Cultural Background; Cultural Influences; Elementary Secondary Education; Ethnicity; *Gifted; *Holistic Approach; Intervention; Mainstreaming; *Talent; *Talent Development
IDENTIFIERS- *African Americans

This presentation addresses ways to meet the needs of African-American gifted students and offers suggestions for inclusive classroom interventions that are liberating for students who exist simultaneously in African American culture, American mainstream culture, and as gifted and talented learners. The identification of these learners must begin with an examination of the belief system embraced by stakeholders and a nominating and screening process that is broad and deep, extending into African American communities, businesses, churches, and professional organizations. A holistic paradigm to guide appropriate programming should be reflective of and complementary to African American culture, multicultural and global in perspective, cognitively and creatively challenging, active and interactional, reflective of formative and summative evaluation efforts, and empowering. Tables list cognitive

Dream" (Tia Nelis); "The History and Accomplishments of 'Self-Advocates Becoming Empowered'" (Perry Whittico and Terry Ingram); "'Citizens in Action': Self-Advocacy and Systems Change" (Walter Rupp); "A Self-Advocate's Voice Heard on Federal Committee" (Liz Obermayer); "My Friendship with Sally: A Self-Advocate Becomes an Advocate" (Nancy Ward); "Barriers to Support: Waiting Lists" (Beverly El-Afandi); "When the Student Is Ready, the Teacher Enters" (Mary F. Hayden); "Wanted: Empowerment Fanatics" (Ruthie Marie Beckwith); "Guidelines for Providing Information to Self-Advocates" (Marci Chaikin); and "Self-Advocates and Advocates: Voices for Continued Change" (Bob Williams). A list of five videotapes and ten print materials is also provided. (JDD)

ED 371 516 EC 303 103

Fuller, Frances; Stuart, Sheela
Augmented Communication To Reduce Aberrant Behaviors.
PUB DATE- Oct 93
NOTE- 25p.; Paper presented at the Rocky Mountain Educational Research Association (October 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Augmentative and Alternative Communication; *Behavior Change; *Behavior Disorders; Case Studies; *Communication Aids (for Disabled); *Communication Skills; Intervention; Language Acquisition; Outcomes of Treatment; Pictorial Stimuli; *Severe Mental Retardation; Skill Development
IDENTIFIERS- *Single Subject Designs

Augmented communication was used to reduce aberrant behaviors in a 19-year-old student with severe mental retardation and behavior disorder. Using an individualized constructed communication board with symbols and pictures, the behaviors of inappropriate greetings, grabbing objects without requesting, and lengthy latency in taking medication were addressed. All inappropriate targeted behaviors showed a marked decrease. Concomitant behaviors included increased language, reduction of tantrums, and positive affect. (Contains 19 references.) (Author/JDD)

ED 371 517 EC 303 104

Anderson, Rhydonia; And Others
Attitudes of School Personnel toward Special Education.
PUB DATE- Nov 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993). For a related document, see EC 303 105.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Counselors; *Disabilities; Elementary Secondary Education; *Special Education; Special Education Teachers; *Teacher Attitudes; Teacher Education; Teaching Experience; Vocational Education Teachers
IDENTIFIERS- Mississippi Delta

A total of 334 certified school personnel from three school districts in the Mississippi Delta were surveyed regarding their attitudes toward special education and students receiving special education services. The overall attitude toward special copy of the interview instrument. (JDD)

ED 371 535 EC 303 123

Parnicky, Bonnie
Educational Implications of Cochlear Implants in Deaf Children.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Classroom Environment; *Deafness; *Educational Methods; Elementary Secondary Education; Hearing Therapy; Mainstreaming; Sensory Aids; *Speech Communication; *Speech Therapy; Surgery; *Teacher Role
IDENTIFIERS- *Cochlear Implants

Cochlear implants have tremendous potential to aid profoundly deaf students in achieving competency in using spoken communication. Children with cochlear implants do not perceive sound in the same way as normal hearing individuals do, and realizing their potential requires long-term intensive instruction and the utilization of a multidisciplinary team approach. With the current trend towards inclusion of students with disabilities in the regular classroom environment and with the number of children receiving cochlear implants expected to increase in the coming years, the schools and regular and special educators alike will be challenged to take on new roles. Some of the roles educators may be expected to assume are: providing guidance to parents of deaf children who are considering the cochlear implant device, assisting in the pre-implant screening, incorporating auditory training and speech teaching into the regular classroom environment, and monitoring and maintaining the cochlear implant device when the child is in school. Educators of children with cochlear implants are in a prime position to generate much needed data concerning the impact of the cochlear implant device upon the profoundly deaf child's educational development. (Contains 20 references.) (Author/JDD)

ED 371 536 EC 303 124

Robinson, Nancy M.
Parenting the Very Young Gifted Child. Parenting Research Based Decision Making Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ability Identification; *Child Development; *Child Rearing; Developmental Programs; Ethnic Groups; *Family Environment; *Gifted; Parent Child Relationship; Performance Factors; Preschool Education; Research and Development; School Readiness; Sex Differences; Theory Practice Relationship; *Young Children

School, is appended. Three of the problems proposed at the summer school are included. A selection of 50 problems from the tournaments for junior high students is also appended. (JDD)

ED 371 557 EC 303 145

Makosz, Jean; And Others
Operation Minerva Rocky View: Mentoring Young Girls in Science.
PUB DATE- Sep 93
NOTE- 7p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference; see EC 303 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; *Conferences; *Females; Foreign Countries; *Gifted; Grade 8; Junior High Schools; Mathematics; Mentors; Middle Schools; Participant Satisfaction; Program Implementation; Rural Areas; *Science Activities; *Science Careers; Science Instruction; Technology; Workshops
IDENTIFIERS- Rocky View School Division Number 41 AB

Operation Minerva is a science conference which originated in Calgary (Alberta, Canada) to provide young girls with positive experiences in math, the sciences, and technology. The program was adopted by a group of Rocky View teachers and parents who revised the program to meet the needs of their rural students. The program involved 40 eighth grade students, who had the opportunity to meet and "job shadow" for 1 day with a female mentor working in one of the scientific professions. The second day of the conference was spent at the University of Calgary participating in hands-on science workshops which allowed the students to experience the fields of engineering, forensic science, biomechanics, and biology. The conference was felt to be a great success. Ninety-three percent of the participants reported that the conference was very helpful or somewhat helpful in clarifying their occupational goals, and 72 percent of the girls said the conference helped them discover new careers. This paper provides a rationale for the conference, describes conference goals and objectives, and notes funding sources. (JDD)

ED 371 558 EC 303 146

Nyberg, Adell
High School and the Advanced Placement Program.
PUB DATE- Sep 93
NOTE- 6p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference; see EC 303 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); *Advanced Placement Programs; Advanced Students; *College Curriculum; Foreign Countries; High Schools; High School Students; Program Development
IDENTIFIERS- College Entrance Examination Board

The Advanced Placement (AP) Program was created by the College Board upon the premise that university-level material can be taught successfully to high school students who have outstanding ability plus the motivation to learn. By challenging these students, the Advanced Placement Program distinguishes between conversational proficiency, which is context-embedded and cognitively-undemanding language, and academic proficiency, which involves context-reduced and cognitively-demanding language. His research has shown that it takes immigrant students about 2 years to develop conversational proficiency in a new language, but 5 to 7 years to achieve academic proficiency. From this view of the development of language and the nature of language proficiency, attempts at simplification make learning more difficult. (MDM)

ED 371 579   FL 022 050

Slade, Diana; Gardner, Rod
Teaching Casual Conversation: The Issue of Simplification.
PUB DATE- 93
NOTE- 21p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Instructional Materials; Interpersonal Communication; Language Attitudes; *Language Proficiency; Language Research; Language Usage; *Second Language Instruction; Second Language Learning; *Teaching Methods
IDENTIFIERS- *Conversation; *Simplification (Language)

This paper focuses on the issue of whether pedagogical mediation will facilitate the acquisition of conversational skills. It argues that it is possible to describe casual conversation, that it has a grammatical structure, and that it is of benefit to English-as-a-Second-Language (ESL) learners for the structure of conversation to be explicitly dealt with. Two central issues surrounding the teaching of casual conversation are (1) whether to simplify the language input or to use authentic data, and (2) whether in fact it is more effective to have no input, but to engage learners in tasks and activities in the classroom that will generate conversation. The paper explores the nature of casual conversation and outlines the differences between classroom discourse and conversational discourse in order to demonstrate that learner-learner interaction, although valuable for other reasons, is not a sufficient basis for the teaching of casual conversation. It is argued that syllabus input should use examples of authentic conversational interaction, with any simplification being in methodology. Suggestions for the teaching of casual conversation are provided. (MDM)

ED 371 580   FL 022 051

Davies, Alan
Simply Defining: Constructing a Dictionary of Language Testing.
PUB DATE- 93
NOTE- 15p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Definitions; *Dictionaries; Educational Media; *Encyclopedias; Foreign Countries; *Graduate Students; Higher Education; *Language Attitudes; Language Research; *Language Tests; Language Usage; *Readability; Testing
IDENTIFIERS- Simplification (Language); University of Melbourne (Australia)

ED 371 123   CE 066 389

Medina, Muriel P.
Organizational Assessment of Basic Skills Needs at the University Division of Residence Operations. Final Report.
PUB DATE- 28 Apr 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Building Operation; Discussion Groups; Educational Needs; Maintenance; *Needs Assessment; *Self Evaluation (Groups); *Skill Development; *State Universities
IDENTIFIERS- *Workplace Literacy

An organizational needs assessment (ONA) process was developed to gather information about the basic skills upgrading needs and issues in the Division of Residence Operations of a state university. Forty-four participants from management, union leadership, and all job levels in the university's custodial and maintenance departments participated in the ONA through focus groups and individual meetings. Two focus groups and varying numbers of individual participants expressed a need for basic skills upgrading in the following areas: English as a Second Language (ESL), reading, mathematics, writing, basic computer skills, oral communication, basic trade skills, and other areas (General Educational Development test preparation, test-taking skills, and Spanish). The ONA participants also emphasized the importance of the following to future basic skills upgrading programs: cultural diversity, job-related content, hands-on training, and accessibility of training to all full- and part-time employees. Short- and long-term recommendations for developing a basic and trade skills development program for the university's custodial and maintenance employees were formulated. (Appended are the focus group agenda, individual meeting questions, and a table detailing the reported need for skills upgrading.) (MN)

ED 371 124   CE 066 430

Redding, Richard E.
Draft Cognitive Skills Training Program for En-Route Air Traffic Controllers.
PUB DATE- 1 Jun 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Air Traffic Control; Behavioral Objectives; Competency Based Education; *Computer Assisted Instruction; *Job Skills; Lesson Plans; Postsecondary Education; *Skill Development; Standards; Student Evaluation; Task Analysis; *Thinking Skills; *Vocational Education

This document begins with a discussion of the cognitive task analysis (CTA) that was commissioned by the Federal Aviation Administration to identify the cognitive skills-related training needs of en-route air traffic controllers. Concluding the introductory section are a brief list of recommendations regarding the design of a training program based on the CTA results. The remainder of the document consists of a draft cognitive skills training program that is based on the findings of the CTA. The program consists of eight instructional blocks covering the following skill areas: acquisition and organization of sector information, short- and long-term for adults who are enrolled in two-year colleges but who lack adequate secondary preparation; (3) integrated tech prep, in which delivery of academic and vocational education is organized around broad career clusters; (4) work-based tech prep, in which the workplace rather than the classroom is used for student learning; and (5) the tech prep baccalaureate degree, which includes 4 rather than the conventional 2 years of postsecondary tech prep. (Contains 13 references.) (MN)

ED 371 143 CE 066 551

Cornell, Sylvia Ryce
Beyond the Buzzwords: Delivering Diversity Training that Makes a Difference.
PUB DATE- 16 May 94
NOTE- 34p.; Paper presented at the International Conference of the American Society for Training and Development (Anaheim, CA, May 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Corporate Education; *Cross Cultural Training; *Cultural Differences; Learning Activities; Multicultural Education; *Organizational Climate; Role Perception; Social Bias; Stereotypes; Trainers; *Training Methods; *Workshops

This document contains materials for a 3-hour diversity awareness workshop designed to help trainers accomplish the following: identify their strengths, weaknesses, and impact on others; develop an increased awareness of cultural stereotypes; master techniques for defusing hostility, handling difficult students and coworkers, and turning confrontation into cooperation; formulate personal strategies for exerting positive peer pressure; realize that diversity extends beyond race and gender and includes factors such as age, religion, disabilities, and language; and identify and eliminate cultural barriers to optimum learning. The document begins with an exercise designed to identify assumptions based solely on outward appearances. Presented next are the rationale for and goals/objectives of diversity training. The remainder of the document contains information and learning activities pertaining to the following: the trainer's role in making diversity work; language resistant and conducive to diversity and alternative behaviors and strategies for supervisors; male/female perceptions; lose/lose negotiation; first impressions; the role of individual employees in making diversity work; stereotypes; and individual goal setting. Concluding the document is a diversity training feedback form. Contains 13 references. (MN)

ED 371 144 CE 066 555

Women--Shaping and Sharing the Future. The New National Agenda for Women 1993-2000. Second Edition.
PUB DATE- Jun 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Adult Education; Battered Women; Day Care; Decision Making; Economic Status; *Educational Needs; Employment Problems; Environment; Equal Opportunities (Jobs); Family Life; *Females; *Financial Needs; Foreign Countries; Government Role;

these communities, the study evaluated how and why communities pursued this form of development, relative costs and benefits of these strategies, and factors influencing the jobs created and income generated in these efforts. Self-development projects faced many of the same obstacles as traditional economic development activities. Credit was, however, more of a problem for self-development efforts than other economic development activities because lenders were hesitant to take the risk. Success at self-development required adopting the appropriate organizational structure, obtaining technical assistance, and choosing a strategy that fits the local economic and social structure. Policy recommendations were that technical assistance and information allowed rural communities to implement their own economic development activities; activities needed to be kept at a workable scale; and access to credit was essential. (Contains 32 references. A model of community economic development is appended.) (YLB)

ED 371 163   CE 066 628

Tracey, William R., Ed.
Human Resources Management & Development Handbook. Second Edition.
PUB DATE- 94
NOTE- 1,427p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Employee Assistance Programs; Employer Employee Relationship; *Human Resources; *Job Training; Labor Relations; Management Development; Management Information Systems; *Personnel Management; Program Design; Program Development; Program Evaluation; Quality of Working Life; *Staff Development; Systems Development

This revised handbook on the theory and practice of human resources management and development (HRM/D) focuses on people management and the personnel development processes. The book's 18 parts and 102 chapters by 107 contributors provide authoritative and comprehensive information on every aspect of modern HRM/D. Part 1 provides an overview of HRM/D's historical development, current status, and future trends in the context of ongoing work force demographic changes. Parts 2-6 describe the managerial functions of planning, organizing, staffing, directing, and controlling the HRM/D functions. Part 7 focuses on the various means of improving HRM/D in critical areas. Part 8 addresses requirements for plant and facilities to house human resources programs, activities, and support services. Part 9 deals with important HRM/D support services. Part 10 concerns major human resources program elements. Part 11 covers employee, labor, and public relations. Part 12 addresses employee services. Part 13 highlights organization and management development programs. Part 14 deals with all types of training programs. Part 15 features external or out-of-enterprise sources of training programs and services. Parts 16-18 center on the analysis, design, development, implementation, evaluation, and quality control of human resources development systems, including new chapters on selecting delivery systems, developing technology-based learning materials, using games and simulations, and training people with disabilities. Contributors deliver solid, practical, how-to-do-it material but include materials and observations relating to the philosophy, background, goals, and objectives of their topics.

*Employment Patterns; Employment Problems; *Employment Statistics; Guidelines; *Labor Market; *Research Utilization; Statistical Studies; *Statistical Surveys; Unemployment
IDENTIFIERS- *National Longitudinal Surveys

The National Longitudinal Surveys (NLS), sponsored by the Bureau of Labor Statistics, U.S. Department of Labor, are a set of surveys each of which has gathered information at multiple points in time on the labor market experiences of five groups of men and women since the mid-1960s. Each group of at least 5,000 persons was selected to be representative of all U.S. citizens born during a given time period such that conclusions drawn about the sample group would be generalizable to the experiences of the larger population. This user's guide is designed for researchers who are either working with one or more of the NLS data sets or exploring the applicability of the NLS to their research needs. The guide is organized in four sections, each beginning with a chapter-specific table of contents and list of tables. The first section provides a brief overview of the set of surveys of the NLS and the various data sets that are currently available to the public. This section also reviews the following three sections of the guide and provides a list of resource materials distributed through NLS User Services. Section 2 presents practical information on the various methods of accessing NLS variables; Section 3 describes (in 35 alphabetically arranged topical discussions) the types of information that have been collected for each cohort. Section 4 presents information necessary to extract NLS variables from magnetic tapes. Appendixes describe the variables found within each NLS record type, present alphabetically arranged lists of keywords for the NLSY (Youth) and Original Cohort main data files, and provide a brief glossary of NLSY terms. (KC)

ED 371 182 CE 066 654

Lauglo, Jon
Vocational Training: Analysis of Policy and Modes. Case Studies of Sweden, Germany and Japan. IIEP Research and Studies Programme.
PUB DATE- 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Comparative Education; Delivery Systems; Developed Nations; Educational Practices; *Foreign Countries; Models; *On the Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Germany; Japan; Sweden

After briefly summarizing major policy concerns and different perspectives on the relationship between training and work, this report discusses three main modes of vocational training: school-based training, apprenticeship, and training of employees. The goals and ideologies connected with these modes and the national systems that exemplify them are discussed; the way training is conducted is described; recent policy trends are noted; and some strengths and weaknesses are assessed--including the extent to which training later leads to "relevant work." The modes and their respective cases are compared and present international trends and policy options are discussed. For each mode, a national case is presented: Sweden, Germany, and Japan respectively. Each country can be seen as a case in which one of these modes is relatively highly developed, with the caution that appropriate policies in any country will and higher enquiry skill scores. All five dimensions of school-level environment (affiliation, professional interest, participatory decision making, innovativeness, and resource adequacy) had a significant effect on classroom-level negotiation, autonomy, and investigation. (Contains 26 references.) (MN)

ED 371 200   CE 066 686

Middlestead, Charles G.
Using the Cognitive Structure of Knowledge of Female Retirees To Assess Speed and Content of Information Processing.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Providence, RI, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Cognitive Processes; *Cognitive Structures; *Cognitive Style; *Females; Measures (Individuals); Older Adults; *Retirement

A study examined how a stratified nonrandom sample of 112 female retirees cognitively structure their knowledge about retirement. The women, who were selected from two rural communities in two Mid-Atlantic states, were asked to complete brief questionnaires about their background and satisfaction with retirement and to sort 13 cards imprinted with various words or phrases related to retirement into piles that they thought made sense. After creating piles, the subjects were ask to explain the meaning of each pile, state their reasons for placing each card in its given pile, and create a descriptive name for the pile. The verbal discourse generated from subjects in response to the card sort was use in three phases of analysis. No significant relationships were found between structural measures (differentiation and time on task) and demographic characteristics. In general, women with higher differentiation scores produced significantly more piles than did women with lower scores regardless of time spent on sorting. On average, each subject produced 6.17 categories classifiable into the activities dimension. An average of 5.54 income-oriented categories were generated. Health/physical concerns did not appear to be a dominant category. No moral concerns surfaced through the elaborative techniques used. (Contains 60 references.) (MN)

ED 371 201   CE 066 687

Ferrero, Lee
Tailoring Programs for Better Fit. The Key to Coordination.
PUB DATE- Jul 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Cooperative Programs; *Coordination; *Employment Programs; *Federal Programs; *Job Training; Labor Force Development; *Program Improvement

The most serious problem with the current work force preparation system is that many employment and training programs operate today to serve roughly the same people. Instead, these programs should be coordinated better to lower costs in the face of lowered funding. The General Accounting Office reports that

IDENTIFIERS- Arkansas; *Tech Prep

In 1991, the state of Arkansas passed state requirements for the establishment of a tech prep core curriculum for high school programs. The Arkansas program will be developed around the 2 4 2 2 theory, but will mostly focus on the 2 2 plan integrating academic and vocational education. The goal will be to advance the competencies of academic and occupational students in mathematics, science, communications, problem-solving, critical thinking, and higher-order work skills through an applied approach related to work. The plan in Arkansas calls for school districts to form a consortium with area community colleges to help implement the last 2 years of the program and to link high school and postsecondary technical training in a continuous sequence. The tech prep core curriculum will consist of courses in computer technology, applied academics, keyboarding, personal and family life skills, workplace readiness, and career and occupational orientation. Tech prep is needed because today's workplace requires advanced technical skills and an ability to understand complex theories and processes in rapidly changing and emerging technologies. Students, employers, high schools, and postsecondary institutions all benefit from tech prep. To be successful, tech prep programs should involve contextual learning, local partnerships, articulation, career exploration and counseling, associate and/or baccalaureate degree potential, and an evaluated postsecondary curriculum. Success of a tech prep program can be ensured through the cooperation of schools with business and labor and national and local governments. (KC)

ED 371 219   CE 066 733

Hill, Sandra Kay; Bishop, Harold L.

A Review of the Literature Regarding the Impact of Vocational Education on Student Retention: A Paper To Support a Research Study Regarding Georgia Secondary School Vocational Instructors, Vocational Education Supervisors, and Principals.

PUB DATE- 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropout Research; Dropouts; High Risk Students; Outcomes of Education; *Program Effectiveness; Research Reports; School Holding Power; Secondary Education; Student Attrition; *Vocational Education

A review of the literature related to the impact of vocational education on student retention determined that various types of vocational education programs and approaches have been successful in keeping students in school. Other research showed that vocational education played a role in student retention only when coupled with other components such as work experience. Several other studies found that with increased graduation requirements and thus limited access to vocational education the dropout rate increased. A limited number of studies found inconclusive evidence that vocational education has an impact on student retention, and a small number of studies found that vocational education had either a negative impact or no impact on keeping students in school. (The report includes a table that summarizes these research strands by author. Contains 101 references.) (KC)

ED 371 220   CE 066 734

Fjortoft, Nancy F.; Lee, Mary W. L.

Royce, Sherry, Ed.
ABLE Curriculum Guide 1994. A Resource Listing for ABLE Practitioners.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Citations (References); Daily Living Skills; *Educational Resources; High School Equivalency Programs; Instructional Materials; Job Skills; *Literacy Education; Mathematics Instruction; Parent Education; Reading Instruction; Skill Development; Teaching Methods; Tutoring
IDENTIFIERS- 353 Project; *Pennsylvania

This bibliography lists 52 recently published resources for adult basic literacy education (ABLE) and English-as-a-second language (ESL) adult learners. The materials featured were selected from more than 350 books, videos, and computer-assisted instruction programs evaluated by a panel of Pennsylvania ABLE educators. The guide, the fifth in a series of annotated bibliographies of ABLE learner resources developed in Pennsylvania, is divided into eight subject matter units rather than student levels of achievement. The units cover the following topics: life skills, family literacy, vocational skills, mathematics, reading, pre-General Educational Development (GED) and GED, social studies, and writing. Each resource listed is identified as follows: by purpose (academic, vocational, family literacy, life skills); setting (class, tutor, or self-directed); format (core series, basic text, supplemental reference); level (adult literacy, ABE, pre-GED, GED, or multilevel); and skills (critical thinking, grammar, mathematics, reading, social studies, spelling, and vocabulary). A short description is provided for each resource, along with a rating by the evaluators. A bibliography listing 10 teacher resources and learner materials, a list of publishers' addresses, and indexes by publisher and by subject are included. (KC)

ED 371 239   CE 066 784

Watkins, Dan
Creating Economic Lift: Jobs, Training, and Business Opportunities in Public and Indian Housing.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of Public and Indian Housing.
PUB DATE- Oct 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *American Indians; Community Resources; Cooperative Programs; *Disadvantaged; *Employment Programs; *Entrepreneurship; Institutional Cooperation; Job Development; *Job Training; Postsecondary Education; Program Effectiveness; *Program Implementation; Public Housing

This document contains 10 case studies that examine community-based efforts to improve the economies and provide jobs in public and Indian housing communities. The innovative approaches described in the studies indicate the potential of local communities to address their most serious problems. The models have several common threads: creative and determined local leadership, coordination of diverse resources, creation of new opportunities, and development of the skills needed to stressing the importance of preschool program quality to obtaining long-term benefits. The most striking differences between male and female program participants occurred in education. For example, although males outscored females on some of the school abilities that they brought to school, females surpassed males in school achievement. The preschool program demonstrates what preschools for impoverished young African Americans can achieve if done correctly. Quality depends on the empowerment of children, parents, and teachers, but success in such programs as Head Start, which often uses elements of the High/Scope Perry curriculum, depends on full funding per child. (MSF)

ED 371 258   CG 025 413

Buckhalt, Joseph A.; And Others
Risk Factors Associated with Substance Use in Adolescents.
PUB DATE- Aug 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Drinking; *Drug Use; Intermediate Grades; *Marijuana; *Risk; Secondary Education; *Smoking; Social Behavior; Social Development; Social Environment; Substance Abuse; Tobacco

Adolescent substance abuse is determined by a complex of factors, and influences on it may vary as a function of developmental level. According to the social development model (Hawkins et al., 1986), family influences on substance abuse may be strongest in preschool and early school-age children; family and school influences may be equal during early and mid-school years, and peer influences dominate during adolescence. 4,160 6th through 12th grade students from rural Alabama school districts were studied to assess the relationship between a variety of risk factors and adolescent substance use. Questions on a self-report instrument asked about use of 14 substances, including alcohol, tobacco, and a variety of illicit drugs. Questions addressed separate risk factors subsumed under four domains: (1) family; (2) school; (3) community; and (4) individual and peer influences. Results were generally consistent with other reports of adolescent substance use. Alcohol, tobacco products, and marijuana were the most frequently reported substances used, cigarettes and beer being the most commonly used products. The individual domain produced the strongest correlations with alcohol, tobacco, and illicit drug use, suggesting that factors such as associating with friends who use drugs were most highly related to substance use, followed by school, community, and family risk factors. (MSF)

ED 371 259   CG 025 421

Alden, Lynn E.; Bieling, Peter M.
Perfectionism in an Interpersonal Context.
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Affective Measures; Anxiety; College Students; Depression (Psychology); *Guilt; Higher Education; Paranoid Behavior; *Personality Measures; *Psychopathology
IDENTIFIERS- *Shame

This study has two purposes: (1) to test the Personal Feelings Questionnaire--3 (PFQ3), a lengthened, psychometrically improved version of the PFQ2 guilt-proneness measure, for construct validity; and (2) to evaluate hypotheses regarding the relationships between shame- and guilt-proneness and nine types of psychopathological symptoms among college undergraduates. Fifty-nine undergraduates (32 women and 27 men) from an introductory psychology class completed randomly arranged packets of questionnaires. Results for the PFQ3 scale showed a pattern of correlations uncomfortably similar to that expected for a valid shame-proneness scale (even though guilt relationships to depression and self-derogation were lower in magnitude, as predicted.) This equivocal support for PFQ3 guilt validity continues the difficulties previously experienced in creating a guilt-proneness measure that researchers can confidently use. For symptomatology analyses regarding the relative prominence of shame and guilt in various symptom types, outcomes support the hypothesis that somaticization, hostility-guilt, general anxiety, and paranoid ideation showed stronger relationships with guilt than with shame, while phobic anxiety showed a stronger relationship with shame. Findings did not support the oft-observed, stronger connection between shame and depression, though results did support expected associations of shame with interpersonal sensitivity and psychoticism, and guilt with obsessive-compulsiveness. (RJM)

ED 371 278 CG 025 508

Hayden, Joseph J.; And Others
Religious and Affective Variables of Dually Diagnosed Homeless.
PUB DATE- 20 Aug 93
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *Drug Abuse; *Homeless People; Mental Disorders; Poverty; Predictive Measurement; Prognostic Tests; *Psychopathology; *Religious Factors; Substance Abuse
IDENTIFIERS- Spirituality; *Spiritual Values

This study investigates the interaction of religious and quasi-religious variables through measures of psychopathology and alcohol and drug abuse in a sample of homeless subjects. Participants included 25 males and 14 females with potential dual diagnoses who lacked, or were in danger of being without, appropriate housing. Researchers administered a battery of instruments to assess subjects' demographics, substance abuse history, religious thinking, psychopathology, attitudes toward life and death, and behavioral and personality issues. Findings demonstrated the utility of religious and quasi-religious instruments as indicators of psychopathology in the mentally ill and homeless. Subjects were highly prone to alcoholism and language approach has been described as a "top-down" theory of reading which emphasizes the importance of teaching language as a whole entity as contrasted with a skills-oriented approach associated with the "bottom-up" model of reading. Although whole language has an appeal to many teachers, educators, and researchers, and has been a popular topic in journals, workshops, and conferences, in scholarly professional journals the definition of whole language remains ambiguous and inconclusive. A review of the professional literature on the definition of whole language indicates that no "formula" exists for whole language. Even though whole language has received great support, its effectiveness has been critically questioned by researchers and educators. Whole language proponents proclaim that whole language instruction is superior to skills-based programs in the teaching of literacy due to its scientifically and theoretically sound basis of how children learn and develop; however, it is difficult to judge their claim because there is little available supporting research. (Contains 55 references.) (RS)

ED 371 298   CS 011 727

Bravi, Gerald D.; Madak, Paul R.
Reading/Writing Immersion: A Decision Making Literacy Development Project. Teacher Survey Year 2.
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg. Student Support Branch.
PUB DATE- 28 Jun 94
NOTE- 64p.; For Year 1 of the survey, see ED 361 680.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College School Cooperation; Elementary School Students; Foreign Countries; *High Risk Students; Inservice Teacher Education; Literacy; Primary Education; Program Effectiveness; Remedial Instruction; *Remedial Programs; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Teacher Surveys; White Horse Plain School Division Number 20 MB

A study investigated teachers' attitudes concerning the second year of the Reading/Writing Immersion (R/WI) project, which assisted early years teachers in the White Horse Plain School Division No. 20, Manitoba, Canada, to become more effective in working with students who were at-risk of failing to develop reading and writing performance goals. All 11 participants in the project completed or partially completed surveys. Results indicated that: (1) the location and overall quality of meetings were satisfactory; (2) overall, the materials and reading used in the study group phase of the project were useful; (3) site visits were either very useful or somewhat useful, and the visits were considered as important as other components of the project; (4) in most instances, the project was meeting participant expectations, and that participants were about equally split in believing that the time spent on the project was just about what they expected or somewhat more than they had expected; (5) participants were very satisfied with support provided by university staff members; (6) participants indicated that they had learned a number of new skills and were already using them in their classrooms; and (7) the addition of three workshop sessions on report writing provided a valuable experience for project participants. Recommendations include: continuation and expansion of the project; continuation of the study group meetings; continuation

Adaptation and Home/Parental Involvement.
PUB DATE- Apr 94
NOTE- 139p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Authors; Childrens Literature; *Cultural Differences; Instructional Effectiveness; Intervention; Learning Disabilities; *Parent Participation; Primary Education; *Reading Ability; Reading Achievement; Reading Attitudes; *Reading Improvement; *Reading Instruction
IDENTIFIERS- Illinois (Chicago Suburbs); *Language Minorities

A program was developed for improving the reading abilities and student attitudes toward reading of kindergarten- through third-grade learning-disabled students in a northwest suburban elementary school community, located in northern Illinois. The problem was originally observed by the teaching staff who found students lacking in prerequisite reading skills. Administration of a reading readiness inventory, the Curriculum Based Measurement tests, and a reading attitude survey confirmed the problem and described its extent. Analysis of probable cause data revealed that students exhibited a lack of: preschool literature experience, positive parental role models, shared home reading, and available home reading material. Data also suggests that English as a Second Language spoken in the home is a contributing factor. Solution strategies suggested by the professional literature combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: author-based literature studies; creation of a risk-free environment for children to explore literature; and parental involvement with home-based reading. All strategic solutions were related to curriculum development, altered teacher behaviors, and parental involvement. All components of the intervention successfully affected an improvement in the students' attitudes toward independent reading. It cannot be determined whether the increase of reading abilities is a direct result of this intervention or is attributable to the natural developmental learning process. (Contains 32 references and 32 figures of data. A total of 11 appendixes presenting data, survey instruments, and sample author study activities are attached.) (Author/RS)

ED 371 320   CS 011 749

Murphy, Judy
Integration of Reading and Writing Strategies To Improve Reading.
PUB DATE- Apr 94
NOTE- 61p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; *Grade 1; Learning Strategies; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Writing Relationship; Thinking Skills; *Writing Instruction
IDENTIFIERS- Illinois (North)

A program was developed for improving the reading of first-grade students in a progressive suburban community in northern Illinois. The problem was originally noted by an increase in the need for support services and low standardized test scores. Analysis of probable cause data revealed that students lacked knowledge of the relationship between reading and writing processes. In addition, a review of the district's general curriculum and textbooks revealed that academic concepts were practical suggestions for getting started, pointers on how to manage the process, and a look at the benefits of portfolio assessment. Included in the book are specific reading and writing activities which can be used to diagnose students' literacy skills and plan appropriate instructional strategies. Chapters in the book are: (1) Understanding Portfolio Assessment; (2) Getting Started; (3) Assessing Portfolios; (4) Managing Portfolios; (5) Benefiting from Portfolio Assessment; and (6) Dealing with Possible Portfolio Problems. A list of four newsletters or handbooks that offer help and support; 15 portfolio samples; and a 71-item bibliography of selected articles and books are attached. (RS)

ED 371 340 CS 011 769

Embry, Julia E.
Creating a Balanced Literate Environment for the Multi-Age, Multi-Ability, Primary Classroom through Staff Development.
PUB DATE- 94
NOTE- 161p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Heterogeneous Grouping; *Inservice Teacher Education; Primary Education; Program Effectiveness; *Reading Instruction; *Staff Development; *Student Evaluation; *Writing Instruction
IDENTIFIERS- *Authentic Assessment; Emergent Literacy

A practicum was designed to increase the expertise of primary teachers in the creation of developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom through literacy training staff development sessions. The system of literacy training was constructed over a period of eight months with 34 primary teachers from three elementary schools. Staff development training sessions on early literacy and authentic assessment using the running record were developed. Pre/post questionnaires, change assessment scales for administrators, a literacy plan of action for local schools, running record scripts for assessment training, literacy lessons, and developmentally appropriate curricula were administered or developed. Analysis of the data revealed that after the staff development training on early literacy and authentic assessment, the primary teachers were able to create a developmentally appropriate curriculum for reading and writing in the multi-age, multi-ability, primary classroom. The key factor in the accomplishment of the practicum was the early literacy staff development training sessions received by the primary classroom teachers. (Contains 42 references and six tables of data. The pre/post questionnaires, change assessment for teachers, a blank literacy plan of action, a running record script, and a sample running record are attached.) (Author/RS)

ED 371 341 CS 011 771

Brungardt, Susan
A Study of Attitudes toward Reading in a Whole Language Classroom of Western Kansas Students in Grade Three in a Selected School.
PUB DATE- 94
NOTE- 75p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test,

skillful use of language in different cultures. As ethnographic research, the paper analyzes verbal "performance" (e.g., sermons) directed at the Mexican Catholic community in Chicago. According to the paper, the sermons chosen for comparative analysis show rhetorical effectiveness and cultural rapport with the audience. The paper examines in detail three different sermons (delivered by three different priests) both for communicative norms and as literary texts. Based on Dell Hymes' "Foundations in Sociolinguistics: An Ethnographic Approach" and the help of two interpretive consultants, the paper concludes that Hymes' components of communication combine to create successful speech events out of the sermons examined. The paper calls for further research into the norms of interpretation and interaction of different speech communities to understand what plays a role in the evaluation of the way people communicate and the outcome of such evaluations so that some of the gaps in communication that still exist between cultural groups (especially in the educational system) can be bridged. Contains seven notes and six references; texts of the sermons are attached. (NKA)

ED 371 360   CS 214 364

Powell, Malea D.
Native AmerIndian Theor(h)etoric: The Periphery Speaks.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian History; American Indian Literature; *American Indians; Cultural Context; *Cultural Interrelationships; Higher Education; *Imperialism; *Personal Narratives; Scholarship; United States History
IDENTIFIERS- Discourse Communities; *Native Americans; *Voice (Rhetoric)

Rhetoric scholars must open space for the unheard counter-stories of American Indians, which exist alongside the echo of American-ness that implicates all people in this country. As the scholarly discourse of the academy itself is situated within a framework of the American narrative of conquest and imperialism, scholars must recognize that they are part of the system of denial, the "un-seeing" of the American Indian and his or her story that challenges this master narrative. Michael Dorris points out the "conviction that the West holds a virtual monopoly on 'science,' logic and clear-thinking" writes a singular narrative for the Indian scholar whose work is about some aspect of Indian culture. The academic valuing of Western "objectivity" is used to narratively mark (usually with asterisks and italics) the Indian who studies his or her own culture. Limited by the type of story he or she can tell, the American Indian is in an impossible bind. However, there are some stories that can be told, mixed blood stories told from the borders of Indian-ness, American-ness, and Scholarly-ness. These stories operate across institutions and ideologies constructed by narratives, across frontiers/borders/boundaries. This is a place for the "theorhetoric," a mixed blood rhetoric that works through theories of history, anthropology, and literature to assemble a border-situated web of tactics with which various constructions of American Indian rhetorics can be accessed. (TB) and Challenges Unit (Kindergarten-Grade 3); (2) Overcoming Odds (Grades 1-3); (3) Astonishing Animals (Kindergarten-Grade 3); (4) Transformations (Grades 4-6); (5) Enchantment (Grades 4-6); (6) Likely and Unlikely Heroes or Heroines (Grade 4-6). Appendix A lists some of the more complicated strategies that might be used to teach folk literature. Appendix B provides further information about the various subgenres of folk literature. And Appendix C is a bibliography of folk literature collections. (TB)

ED 371 380   CS 214 384

Rankin, Elizabeth
Seeing Yourself as a Teacher: Conversations with Five New Teachers in a University Writing Program.
PUB DATE- 94
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *College English; College Faculty; Higher Education; Professional Development; *Teacher Role; *Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; Writing Research; *Writing Teachers
IDENTIFIERS- *English Teachers; *New Teachers; Professional Concerns; Teaching Research

Springing from a series of weekly conversations with five second-year teachers in a university writing program, this book presents reflections on some of the questions about teaching that emerged from those conversations. The book is divided into three sections. The first section, "Taking It Personally," examines how the feelings, attitudes, and experiences of the teachers influence how they interact with their students. The second section, "Thinking Theoretically," shows that, although the teachers feel that they do not theorize, theory is present in all their conversations about teaching writing and that theoretical thinking is encouraged by the dissonance between their implicit theories about teaching and those found in journals and textbooks. The third section, "Seeing Yourself as a Teacher," explores the relationship between the teachers' reluctance to deny their role as teacher when conversing and their ambivalence about personal and professional boundaries and personal and public pedagogical theory. Between each section of the book, an "interchapter" explores relevant issues and offers commentary. (NKA)

ED 371 381   CS 214 385

Trousdale, Ann M., Ed.; And Others
Give a Listen: Stories of Storytelling in School.
PUB DATE- 94
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Cultural Context; Curriculum Development; Elementary Secondary Education; Enrichment; Higher Education; *Language Arts; Oral Language; Oral Tradition; *Story Telling
IDENTIFIERS- Genre Studies; *Oral Literature

This book demonstrates the importance of storytelling as an aspect of language arts programs. The book contains stories

Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Context; *Ethical Instruction; Higher Education; *Writing Instruction
IDENTIFIERS- *Composition Theory; Educational Issues

Cultural approaches to composition, such as those forwarded by John Trimbur, John Schilb, and James Berlin have come under strong criticism for attempting to indoctrinate students into instructors' political beliefs. One attack on writing as cultural criticism has been voiced by Maxine Hairston, who has questioned its ethicality. At issue in debates between critics and proponents of this approach are questions about the ways in which pedagogies are justified as right or wrong, good or bad. The two current approaches to composition designed to foster students' participation in public life through their understanding and use of writing can be termed "writing as cultural criticism" and "writing as civic thinking." James Berlin's expression of the cultural critical approach reflects features of a consequentialist form of ethical reasoning, whereas Sandra Stotsky's moral and civic thinking approach reflects features of a deontological form of ethical reasoning. Both consequentialist and deontological forms of ethical reasoning have benefits an problems when put into action. Consequentialist reasoning is open to the following criticisms: playing god, allowing agents no rest, violating personal integrity, enabling acts on the intuitive level that seem to be unjust. And although deontological forms of ethical reasoning equalize the obligations of all moral agents, they do not take into account the context of action and moral decisions. Teachers must examine the ways their composition theories fall into their traps of ethical reasoning. (Contains 15 references.) (SAM)

ED 371 401 CS 214 412

Oliver, Eileen Iscoff
Crossing the Mainstream: Multicultural Perspectives in Teaching Literature.
PUB DATE- 94
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Annotated Bibliographies; Censorship; Cultural Differences; *Cultural Enrichment; Higher Education; High Schools; Interdisciplinary Approach; *Multicultural Education; *North American Literature; Student Needs; Writing Instruction
IDENTIFIERS- Literary Canon; *Multiethnic Literature

Intended to help literature teachers examine ways in which the traditional canon can be expanded to include diversity in curricular choices, this book invites readers to work together to find new and better ways to introduce an ever-changing student body to what has heretofore been either unacknowledged or undervalued. The book is divided into three sections. Part 1, "Multicultural Literature for Whom?" develops a rationale for expanding the canon to include multicultural literature in references.) (Author/RS)

ED 371 420 CS 508 599

Browne, Donald R.; And Others
Television/Radio News and Minorities.
PUB DATE- 94
NOTE- 187p.; Foreword by Jimmy Carter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Broadcast Journalism; *Conflict; Ethnic Groups; Information Sources; *Mass Media Role; Media Research; *Minority Groups; News Media; Professional Training; Radio; *Television
IDENTIFIERS- Ethnic Media; *Media Coverage; Media Government Relationship

Pointing out that television sets are virtually a universal household fixture in most industrially developed nations, this book presents many categories and specific examples of television's (and sometimes radio's) coverage of ethnic minorities and conflict. Chapters in the book are: (1) Introduction; (2) Background Notes; (3) Mainstream vs. Separate Programming for Ethnic Minorities; (4) Coverage of Conflict and Ethnic Minorities; (5) Obtaining Information about Ethnic Groups and Conflict; (6) Recruitment and Training; (7) Enforcement Mechanisms; (8) Citizens' Groups as Broadcasters; (9) Who Will Pay, and at What Cost?; (10) Languages and Perceptions; and (11) An Afterword, or On to the 21st Century. The report of the Working Group of the Commission on Radio and Television Policy, a list of working group conference participants, the report of the Commission, and a list of commission members are attached. (RS)

ED 371 421 CS 508 600

Butland, Mark J.; Beebe, Steven A.
Teacher Immediacy and Power in the Classroom: The Application of Implicit Communication Theory.
PUB DATE- 31 Oct 92
NOTE- 41p.; Paper presented at the Annual Meeting of the International Communication Association (42nd, Miami, FL, May 20-25, 1992). For an earlier treatment of this study, see ED 346 532.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Communication Research; Higher Education; Questionnaires; Regression (Statistics); *Teacher Behavior; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Communication Strategies; Implicit Communication; *Power Strategies; *Teacher Immediacy

Teacher immediacy and use of power have surfaced as important instructional communication variables, yet little is known about how they function to effect learning. To offer an explanation as to how teacher immediacy and use of power facilitates learning, a study investigated implicit communication theory. Subjects consisted of 625 undergraduate students who completed questionnaires later subjected to regression analyses. Results indicated that: (1) verbal and nonverbal teacher immediacy were associated with learning; (2)

teamwork, the development of a more stable organizational culture, and greater personal reflection. Some obstacles include time constraints, the individual-oriented climate of most educational systems, and interpersonal problems. In conclusion, a mentoring system is an essential tool for preparing principals, particularly the newly appointed principal. Contains 28 references. (LMI)

ED 371 440 EA 025 718

Erasmus, M.; Westhuizen, P. C. van der
Guidelines for the Professional Development of School Principals by Means of a Mentoring System in a Developing Country.
PUB DATE- May 94
NOTE- 12p.; Paper presented at the International Intervisitation Programme (8th, Buffalo, NY, May 22-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; Educational Administration; Elementary Secondary Education; Foreign Countries; *Interprofessional Relationship; *Mentors; *Principals; *Professional Development
IDENTIFIERS- *South Africa

This paper provides guidelines for implementing a formal mentoring program for South African school principals. Based on a review of literature, the following steps are discussed in detail: (1) declaring intent; (2) determining the role players; (3) forming a planning committee; (4) implementing the program; and (5) evaluating the program. Benefits to the protege include increased self-confidence, improved interpersonal skills, the development of personal reflection, and application of theory to practice. Mentors gain personal growth, professional satisfaction, improved communication skills, heightened motivation, and the development of leadership skills. The appendix includes a diagram of the implementation stages. Contains 58 references. (LMI)

ED 371 441 EA 025 735

Tribus, Myron
Quality Management in Education.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Quality; Elementary Secondary Education; *Organizational Climate; *Organizational Theories; School Effectiveness; *Total Quality Management

When transferring the methods of quality management from industry to academia, there are important differences that must be considered. This paper describes the differences between traditional management and quality management, and shows how Deming's principles of Total Quality Management (TQM) can be applied to education. Some of these principles include the redefinition of the managerial role, the quality-first principle, the process-over-product principle, and the students: courage, integrity, leadership, curiosity, and concern. The founder of the school, Joseph M. Gauld, uses anecdotal evidence to show how one school has created a guiding philosophy and unified sense of purpose. Chapter 1 outlines the principles on which Hyde School is based. The second chapter describes situations that illustrate the principles in action. The "growing pains" encountered by the school, its faculty, and students are described in the third chapter. Chapter 4 discusses the natural progression of growth that all students seem to follow--motions, effort, and excellence. Chapter 5 shows how Hyde School draws on and reinforces the strengths of families to make a difference in students' lives. The need for healthy parenting and ways to enhance parent involvement are described in the sixth and seventh chapters. The final chapter calls for a radical change in America's education system through a commitment to character development and family involvement. (LMI)

ED 371 460 EA 025 901

Amsler, Mary; Kirsch, Kayla
Diagnostic Tools for the Systemic Reform of Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Planning; Elementary Secondary Education; *Organizational Change; Resistance to Change; School Restructuring; *Training Methods; *Workshops

This paper presents three interrelated diagnostic tools that can be used by school staff as they begin to plan a systemic reform effort. These tools are designed to help educators reflect on their experiences in creating changes in their school and to examine the current barriers to and supports for the change process. The tools help school design teams discuss restructuring and systemic reform by helping them understand how schools function as systems, how to begin the reform process within a school community, and how to ensure that the process supports and encourages improvements throughout the entire organization. The three tools include: (1) Mapping, a process for creating a visual profile of the school's organizational history and the impact of change; (2) the Making Change Game, a school-improvement simulation of organizational change in educational settings; and (3) the Four-Frame Model, a diagnostic framework based on Bolman and Deal's (1984) four approaches to organizational change--structural, human resource, political, and symbolic--to examine what is working and not working in the school. The description of each tool is divided into four sections--the purpose, the tool-at-a-glance, participant learnings, and consultant learnings. Appendices contain sample school-journey maps and instructions and handouts for conducting the second two games. (LMI)

ED 371 461 EA 025 902

Smith, Stuart C.; Bruner, Meta S.
Directory of Organizations in Educational Management. Ninth

planners work--the mind, futures and trend analysis, the making of projections, group processes, surveys, charts and diagrams, and evaluation. Chapter 12 applies planning models to models of educational change. Guidelines for managing change are offered in the final chapter. A total of 50 figures and 3 tables are included. Appendices contain a sample staff development strategic plan, two examples of studies that used the Delphi Technique, an enrollment history and projections plan, a list of major formulas, a sample community survey, a sample Program Evaluation and Review Technique (PERT) chart, a diagram, and flowchart symbols. (LMI)

ED 371 479 EA 025 924

Morales-Gomez, Daniel A., Ed.; Torres, Carlos Alberto, Ed.
Education, Policy, and Social Change: Experiences from Latin America.
PUB DATE- Sep 92
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; Democracy; Developing Nations; *Economic Development; Educational Economics; *Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Government Role; Political Power; *Politics of Education; *Social Change; Social Structure; Socioeconomic Influences
IDENTIFIERS- *Latin America

Using both a retrospective and a prospective view, this book examines the links joining research, policy, and change in education in Latin America. It inquires about the relationships among the economy, politics, and the state. It reviews the praxis of education in Latin American countries and in the context of the development trends of the 1980s. The various chapters discuss the challenges these societies have faced in education in their progression toward the 21st century. Following the introduction by Daniel A. Morales-Gomez and Carlos Alberto Torres, part 1 analyzes the dialectic among educational changes, policies, and research in societies where democratic systems are confronted by socioeconomic and political problems that may deeply affect their development in the 1990s. Chapters include the following: (1) "Bolivia: Society, State, and Education in Crisis" (Jorge Rivera P.); (2) "Columbia: Educational Research and Policy--Problems of the 1980s, Issues for the 1990s" (Benjamin Alvarez); (3) "Ecuador: Basic Quechuan Education" (Consuelo Yanez Cossio); (4) "Peru: Education for National Identity--Ethnicity and Andean Nationalism" (Gonzalo Portocarrero M.); and (6) "Venezuela: Education after Prosperity" (Carmen Garcia Guadilla and Ramon Casanova). Part 2 examines educational research and policies in countries facing different stages in the transition from authoritarian to democratic rule. Chapters include the following: (7) "Argentina: Education in Transition--From Dictatorship to Democracy" (Emilio Fermin Mignone); (8) "Brazil: Conflicts between Public and Private Schooling and the Brazilian Constitutions" (Moacir Gadotti); and (9) "Chile: The State and Higher Education" (Jose Joaquin Brunner). Part 3 addresses the links among educational research, policy, and change during the 1980s in nations that have been affected by political turmoil, widespread poverty, and hemispherical geopolitical interests. Chapters include the following: (10) "Costa Rica: Education and Politics--A Historical Perspective" strengths/preferred learning modes of African-American gifted learners and implications for construction of appropriate learning experiences, psychosocial needs of young gifted African Americans and suggested programmatic responses, traditional and empowering staff development practices, and traditional and empowering approaches to family involvement. (Contains 14 references.) (JDD)

ED 371 498 EC 303 085

Ensign, Arselia, Ed.
Art Is for Everyone.
PUB DATE- Feb 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; Art Education; *Art Expression; Art Materials; *Disabilities; Elementary Secondary Education; Preschool Education; *Skill Development

This pamphlet examines what art can mean to a child with a disability and offers "how-to's" for involving students in the creation of art. It emphasizes that the outcome of an art activity can be more than just the finished piece of work and that emphasis should be placed on involvement with the materials rather than on design or abstract concepts that may get in the way of the self-discovery, learning, and individual expression that occur. The pamphlet discusses the value of arts and crafts in improving self-concept and confidence, developing motor and other skills, creating opportunities for social interaction and for self-discovery, improving problem solving and decision making, and assisting in sensory awareness. Suggestions are offered for work surface and materials adaptations. Several art and craft activities are then described, including dough art, printmaking and stamp art, edible art, necklaces, collages, tie dye, sack puppets, flying birds, and paper mache. The pamphlet concludes with a list of seven companies that provide arts and crafts equipment. (JDD)

ED 371 499 EC 303 086

Gallagher, James; Coleman, Mary Ruth
A Javits Project: Gifted Education Policy Studies Program. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; *Ability Identification; Case Studies; *Cooperative Learning; Cultural Differences; Economically Disadvantaged; Educational Change; *Educational Innovation; Educational Legislation; *Educational Policy; Educational Practices; Elementary Secondary Education; *Gifted; Gifted Disabled; *Middle Schools; Special Needs Students; State Programs; Teacher Attitudes
IDENTIFIERS- Arkansas; *Inclusive Schools; Ohio; Texas

The Gifted Education Policy Studies Program was designed to address two issues: the status of state and local policies on the identification of gifted students from special populations education was moderately positive. Special education teachers and administrators had the most positive attitudes, whereas regular classroom teachers and vocational teachers had the least positive attitudes. Attitudes were positively correlated with experience in working with special education students only when special education teachers were included in the analysis. No relationships were found between attitudes and years of experience in schools or between attitudes and grade level taught. Several possible factors explaining regular education teachers' less positive attitudes are discussed. The study concludes that teacher preparation programs should require that regular teachers and special education teachers jointly participate in practica, thus providing all education majors with hands-on experience with special education students. For teachers already working in the classroom, seminars and/or inservice workshops should be provided to ensure that the needs of students with disabilities are addressed. (JDD)

ED 371 518   EC 303 105

Criswell, Dianna; And Others
Attitudes of School Personnel toward Special Education as a Function of Position, Years of Experience, and Contact with Students with Disabilities.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993). For a related document, see EC 303 104.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Counselors; *Disabilities; Elementary Secondary Education; Mainstreaming; *Special Education; Special Education Teachers; Teacher Aides; *Teacher Attitudes; Teacher Education; Teaching Experience; Vocational Education Teachers
IDENTIFIERS- Mississippi Delta

A survey was conducted of 174 certified school personnel (including special education teachers, administrators, regular classroom teachers, vocational teachers, counselors, and aides) in the Mississippi Delta concerning their attitudes toward special education and toward students with disabilities. Overall, the educators expressed slightly positive attitudes, with attitudes ranging from highly negative to highly positive. A significant difference in attitudes was related to position, with special education teachers expressing the most positive attitudes and regular classroom teachers and vocational teachers expressing the least positive attitudes. Educators in grades 3 through 6 expressed more positive attitudes than educators in other grades. Positive attitudes were related to working with special students when special education teachers were included in the analysis, but not when they were excluded from the analysis. Only 21 percent of respondents believed that teachers were responsible for making modifications for a special education student in their classroom. No difference in attitudes was present by years of experience in schools. Several hypotheses are proposed to explain why regular education teachers express less positive attitudes, and more teacher training is recommended. (JDD)

ED 371 519   EC 303 106

Gonzalez, Patricia A.; And Others

This report provides research-based answers to questions facing families of young, gifted children. Questions include: (1) "what does "giftedness" mean in a very young child?"; (2) "how does one know whether a child is gifted?"; (3) "should my young child be tested?"; (4) "how do adults promote the development of gifted children?"; (5) "does a gifted child need a special school, special lessons, or special equipment?"; (6) "what other aspects of development need attention?"; (7) "what about friends and playmates?"; (8) "how do ethnicity and gender relate to giftedness?"; (9) "will precocious young children remain gifted in the long run?"; (10) "when should my child enter elementary school?"; and (11) "where can help be found?" The report finds that the home environment is a strong influence and that parents of gifted children make an extra investment in reading to and playing with their children, enriching their experience, and helping them focus on potential opportunities for learning. Responsive parenting calls for creating an optimal match for children among their readiness, their pace of development, and their environments. A list of 16 books for parents and teachers, 11 other resources, and 3 organizations is included. (Contains approximately 120 references.) (JDD)

ED 371 537   EC 303 125

Images in Transition. Proceedings of the Annual Society for the Advancement of Gifted Education (SAGE) Conference (3rd, Calgary, Alberta, Canada, September 24-26, 1992) and the Canadian Symposium on Gifted Education (6th).
PUB DATE- Sep 92
NOTE- 184p.; For selected papers, see EC 303 126-141.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Counseling; Curriculum Development; *Educational Methods; Educational Policy; Educational Technology; Elementary Secondary Education; *Enrichment Activities; Foreign Countries; *Gifted; Government Role; *Program Development; *Student Development
IDENTIFIERS- Alberta; Canada

This document presents the conference proceedings of the primary stakeholders in gifted education in Alberta (Canada): "Activities in Math for the Gifted Student" (Ballheim); "The Self Awareness Growth Experiences Approach" (Balogun); "Computer Simulations: An Integrating Tool" (Bilan); "The Portrayal of Gifted Children in Children's Books" (Brydges); "The Artifact Box Exchange Network" (Chmiliar); "Differentiating for Gifted and Talented: School Library Programs in Transition" (Crawford; Maynard); "The Fine Arts in Global Education - A Greek Study" (Dusterhoft, And Others); "Does Canada Care for the Gifted Student?" (Goguen); "Giftedness in the Regular Classroom" (Green); "Kid's Network: Researching the World" (Gursky); "Skemp Activities for the Intelligent Learning of Mathematics" (Harrison); "The Role of Academically Talented Students in Moral Education and the Development of the Caring School (Is Morality Caught or Taught?)" (Haydn-Jones); "Classrooms with Growing Room" (Kanevsky); "Lessons Without Limits" (Kanevsky); "Multimedia Technology and Kid TV: A New Approach to Learning" (Katz; Pyryt); "Who Benefits Most from Shad Valley?" (Keenan); "The Structure of Intellect Model (SOI): Overview and Resources" (Lavers); "Coming Together at G.A.T.E." (Lee; Ruysenaars); "Coping Strategies of Successful Canadian Women" (Leroux); "Gifted, Special and Inclusive Education: Past, Present and accelerates learning and enhances studies at both the high school and university levels. Procedures for selecting students for the program vary from school to school. Course descriptions and examinations for 29 courses in 16 areas have been constructed. The College Board outlines material that is to be studied for each course; however, few guidelines are given as to how that material is to be taught. Teachers need to have an extensive background in their particular area of expertise and willingness to devote large amounts of time to lesson preparation and evaluation of students' work. Advanced Placement examinations are held annually in May, and students have the option of having the College Board report their results to a postsecondary institution of their choice. Colleges and universities which award advanced standing based upon AP examinations generally give credit for grades of four or five on a five-point scale, while some colleges honor the grade of three. (JDD)

ED 371 559 EC 303 147

Pyryt, Michael C.
Helping the Scientifically Gifted.
PUB DATE- Sep 93
NOTE- 5p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference; see EC 303 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Academic Achievement; *Academically Gifted; Acceleration (Education); *Educational Methods; Elementary Secondary Education; *Enrichment Activities; Foreign Countries; Mentors; Science Curriculum; Science Education; *Student Development; Teaching Methods

This presentation summarizes effective strategies and programs for nurturing students who are gifted in science. A smorgasbord of educationally accelerative opportunities is recommended, to enhance students' potential for future development in science. These opportunities may include field trips, advanced placement courses, and science summer camps. Experiences that promote science achievement are described, such as simultaneous teaching of separate science subjects. Models for encouraging scientific development, such as early entrance to college and contests/competitions, are cited. Recommendations are offered for nurturing talent in science and technology. Recommendations relate to the topics of identification, science curriculum, and teachers/mentors. (Contains 15 references.) (JDD)

ED 371 560 EC 303 148

Sparks, Elizabeth E.
A Paradigm Shift from Giftedness-as-Potential to Giftedness-as-Possibility.
PUB DATE- Sep 93
NOTE- 6p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference (4th, Edmonton, Canada, September 24-25, 1993); see EC 303 142. See ED 367 099 for an earlier version.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This paper examines the nature of dictionaries and encyclopedias, focusing on some of the preparation that has gone into the construction of a dictionary of language testing at the University of Melbourne (Australia). It discusses the purpose of such dictionaries, the nature and size of dictionary/encyclopedia entries, and the readability of entries. It also reports on an experiment to determine the proper length and difficulty level of possible entries. Twenty-one M.A. students were asked to read three sets of entries and comment on their length, difficulty, and lexical density. It was found that there was substantial agreement among the students as to whether several entries were too long, too short, or about right, and if they were difficult, easy, or about right. An appendix contains copies of the possible dictionary entries. (MDM)

ED 371 581 FL 022 052

Chandrasegaran, A.
Simplification in Student Writing.
PUB DATE- 93
NOTE- 15p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Discourse Analysis; Foreign Countries; Higher Education; Language Attitudes; *Language Proficiency; *Language Usage; *Persuasive Discourse; Writing (Composition); Writing Evaluation; Writing Improvement; *Writing Skills
IDENTIFIERS- *Simplification (Language)

This paper argues that unsatisfactory argumentative and expository texts generated by college students represent a simplification of complex discourse structures. It asserts that the usual explanations for poor student performance, such as illogical thinking, lack of academic commitment, and poor mastery of grammar, are unsatisfactory. The paper proposes that inadequate writing stems from a simplified script in the inexperienced student writer's internal representation of what argumentative discourse should be. The simplified script lacks some features that mark successful academic writing because students are unaware of the cognitive executive routines underlying sophisticated argument. When students learn to execute rhetorical strategies of decision-making, their simplified mental representation of academic discourse will give way to a mature sophisticated script, then their writing will become convincingly substantiated, more coherent, and better focused. (MDM)

ED 371 582 FL 022 053

Honeyfield, John
Responding to Task Difficulty: What Is Involved in Adjusting the Relationship between Learners and Learning Experiences?
PUB DATE- 93
NOTE- 15p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

planning, controller tasks, strategy selection, monitoring and situation awareness, data verification, workload reduction, and critical incident training. Each training block includes a lesson goal, estimate of the time required to complete the block, and lesson plan consisting of a series of objectives. Accompanying the objectives listed in the first five blocks are some or all of the following: conditions/instructional methods and media, note(s) to the instructor, student evaluation standards, and rationale. (MN)

ED 371 125   CE 066 456

Thomason, Deborah J., Ed.
Consumer Judging: Teaching Decision-Making Skills in the Marketplace. 4-H Manual for Grade Levels 4-12.
PUB DATE- Mar 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Competition; Consumer Economics; *Consumer Education; Consumer Science; *Decision Making; Intermediate Grades; Learning Activities; Merchandise Information; Organizations (Groups); *Purchasing; Recreational Activities; Secondary Education
IDENTIFIERS- *4 H Programs

This 4-H manual provides instructions and materials for a consumer education activity. It contains a wide range of activities and learning opportunities for a hypothetical buying situation with several choices or alternatives provided. The manual is designed to teach the participant how to rank the choices and develop oral reasons for that ranking. Information on how the contest works and prizes are awarded appears first. Next, the manual covers what influences reasons for making a purchase, including factors that influence wants or desires and help create a lifestyle. Informational material is also provided on the following: places to shop, information on products available, sources of information on products, why people shop where they do, the decision making process, skills needed in judging, the basic principles of judging, and steps in judging which are: information, observation, comparison, and conclusion. A sample judging card is then provided along with instructions for its use. The next section of the manual provides materials on preparing and presenting oral reason. Important points in giving reasons include: accuracy, organization, delivery, completeness, length, and terms. An example of how to make notes when preparing and giving reasons follows. Also included are a reasons worksheet, reasons score guide, examples and samples, and analysis of a situation statement. (YLB)

ED 371 126   CE 066 458

Kirmayer, Paul, Ed.; And Others
Adult Education in Israel.
PUB DATE- 94
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Adult Education; *Counselor Training; Educational Development; Educational History; Foreign

*Health Needs; Housing Needs; Indigenous Populations; International Cooperation; Mass Media; Mass Media Role; Non English Speaking; Older Adults; Position Papers; Program Implementation; *Public Policy; Retirement Benefits; Rural Areas; Sex Discrimination; Socioeconomic Status; Well Being; Womens Athletics; *Womens Education; Young Adults
IDENTIFIERS- *Australia

This document details how Australia's government intends to implement the New National Agenda for Women, which was formulated in 1993 after a review of many recent reports and after a forum to obtain input from women in the community, representatives of many women's organizations, and all areas of government. Sixteen of the 23 chapters examine the following issues: women and decision making; eliminating violence against women; women and the media; education; training; employment; child care; sex discrimination; health and well-being; women and families; homes and communities; income security; superannuation; sport, recreation, arts, and culture; women and the environment; and international cooperation. Six chapters discuss government programs/policies toward the following groups: non-English-speaking women, young women, Aboriginal and Torres Strait Islander women, women in rural and remote areas, older women, and women with disabilities. Outlined in chapter 23 are processes being used to implement, monitor, and report progress in achieving the national agenda. Each chapter includes a statement of goals and lists of achievements thus far and planned actions. Appended are key information on commonwealth government departments and agencies and a list of organizations represented at the 1992 National Agenda for Women Renewal Forum. (MN)

ED 371 145 CE 066 559

Ruhland, Sheila K.; Wilkinson, Richard F.
National Study of the Supply of and Demand for Secondary Marketing Education Teachers in 1993.
PUB DATE- Jun 94
NOTE- 38p.; For the 1992 study, see ED 358 285. Data collection and analysis funded as a project of the Marketing Education Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Business Education; *Business Education Teachers; *Marketing; National Surveys; Questionnaires; Secondary Education; *Secondary School Teachers; *Teacher Supply and Demand; Vocational Directors

A study examined the supply of and demand for marketing education (ME) teachers throughout the United States. A 6-question survey was mailed to a sample of 54 administrators of ME teacher preparation programs, and a 12-question survey was mailed to all 51 state directors of ME. Supply and demand data were obtained from 49 (91%) of the administrators and 44 (86%) state directors, respectively. Forty-five more ME teaching positions were reported in 1991-92 than in 1992-93, and a surplus of 183 secondary-level ME teachers was anticipated for the 1993-94 school year. ME graduates will likely continue to obtain teaching positions at the secondary rather than postsecondary levels; however, 14% of graduates obtained postsecondary teaching positions in 1993-94 versus only 7% in 1992-93. In 1993-94, 39% of secondary ME teacher vacancies were filled by new graduates versus only 25% in 1992-93. Eight fewer faculty positions were reported in ME teacher preparation programs in 1993-94. Recommendations included calls for additional research

An index is provided. (YLB)

ED 371 164 CE 066 632

Groff, Warren H.
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. South Florida Cluster.
PUB DATE- 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Doctoral Programs; Graduate Study; Higher Education; Hospitality Occupations; *Human Resources; International Trade; *Labor Force Development; *Long Range Planning; Needs Assessment; Occupational Therapy; Strategic Planning; Student Projects; *Vocational Education
IDENTIFIERS- Nova University FL

The first part of this document describes Nova University's doctoral program in Vocational, Technical, and Occupational (VTO) Education, developed in response to the need to create high performance learners and leaders for building learning communities. It discusses how a curriculum change in 1990 resulted in the following: conversion of the Personnel-Human Resources Development seminar to the core seminar Human Resources Development (HRD); addition of Leadership as a sixth core seminar; addition of a VTO Trends and Issues specialization seminar; elimination of Learning Theory as a core seminar; and reduction of the number of practicums from five to four. All professionals enrolled for their first seminar are placed in one section and all other individuals in a second section. The 16-page report is followed by a 10-item bibliography and the materials mailed to students in August 1993, including welcome letter, instructions and assignments, and supplemental memoranda. Seven papers (assignments) of four students are then provided: "Strategic Planning and the Role of Human Resource Development at Nova University" (Gregory Stiber); "A Conceptual Framework for the Institute of International Trade and Development" (Gregory Stiber); "A Three-Year Strategic Plan for the Advancement of the Institute of International Trade and Development" (Gregory Stiber); "The Development of a Plan to Design and Deliver Programs Based on Client Needs Assessment for the Center of Hospitality Management at Nova University" (Dana Tesone); "A Model for Faculty Development in Occupational Therapy" (Pamela K. Shaffner); "Strategic Planning for Faculty and Program Development in Occupational Therapy" (Pamela K. Shaffner); and "The Need for Teamwork Training for Faculty and Staff at the Postsecondary Level" (Lindy S. Pickard). (YLB)

ED 371 165 CE 066 633

Thomas, Jeanne L.
Adulthood and Aging.
PUB DATE- 92
NOTE- 473p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Development; *Adult Learning; Adults; Age

depend on the national context. The accounts are intended to highlight some of the problems that still persist when a given mode is developed under what is widely perceived internationally to have been relatively favorable circumstances. Contains 83 references. (KC)

ED 371 183 CE 066 655

New York State Job Training Partnership Council Report on Nontraditional Employment for Women.
PUB DATE- Apr 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Equal Opportunities (Jobs); *Females; *Nontraditional Occupations; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; *Sex Fairness; *State Programs; *Student Recruitment
IDENTIFIERS- *New York; Nontraditional Employment for Women Act 1991

The national Nontraditional Employment for Women Act, passed in 1991, was intended to expand employment opportunities and access for women into nontraditional occupations. The New York State Job Training Partnership Council (JTPC) worked toward implementation of the act in the state by convening a subcommittee, with representatives of state government, service delivery areas, organized labor, education, community-based organizations, service providers, and people interested in nontraditional employment for women. The subcommittee's role was to develop policy and program recommendations that would lead to improved economic opportunities for women through education and training services. The subcommittee found that recent trends in education, employment, and earnings trends show progress in terms of educational attainments and participation in the work force, but that women still learn less than men although they have comparable education. The JTPC subcommittee made recommendations for public policy in the state, including the following: (1) the state must continue to lead the way in ensuring equal employment opportunities and working toward gender equity; (2) the state needs to work with the U.S. Department of Labor to ensure that performance standards provide incentives and reward service delivery areas for success in the nontraditional employment for women in training and apprenticeships; (3) collaboration with other agencies is imperative, and a clearinghouse should be established to provide information on programs, models, and activities; (4) various nontraditional work experiences for youth could be provided; (5) the State Board of Regents should be encouraged to monitor the implementation of their policy for training in sex equity for educators, students, and parents; and (6) supportive services need to be provided to women and girls to enable them to succeed in nontraditional work experiences, training, or job placements. (Appendixes include a listing of data on nontraditional occupations for women and lists of organizations providing services to meet women's needs in New York State--displaced homemaker program center directors, nontraditional career options for women projects, nontraditional employment for women training organizations, and Job Training Partnership Act service delivery areas.) (KC)

ED 371 184 CE 066 656

Shiffer, Michael W.

about 125 federal programs do approximately the same thing; others make that number higher, although the reality may be closer to 10 duplicative programs. This situation developed because Congress continually creates new programs to serve one group or another rather than fixing existing programs. Interim measures that would standardize five elements in all of these programs could help now. The five elements are eligibility definitions, annual operating cycles, cost categories, cost limitations, and funding obligation and carryover provisions. Because there is not enough funding to revise all programs completely, five steps could be undertaken to force existing programs into a rational, cost-effective, accountable human resource investment system. The five steps are as follows: (1) develop and require all programs to use a core information system with uniform terms and definitions; (2) capture basic demographic information, record services provided, and report outcomes obtained; (3) set the system up so that all programs could share information and eliminate duplicative data collection; (4) develop a complementary set of results-oriented performance standards that lead to long-term self-sufficiency for all programs in the system; and (5) standardize the fiscal and administrative procedures and cost categories that currently apply to all the programs. These changes would simplify access for clients and vastly simplify the cost of doing business for all programs. (KC)

ED 371 202   CE 066 690

Cultural Understandings as the Eighth Key Competency. Final Report.
SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).; Queensland Vocational Education, Training and Employment Commission, Brisbane (Australia).
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Behavioral Objectives; *Competency Based Education; *Cultural Awareness; *Curriculum Evaluation; *Evaluation Criteria; Foreign Countries; Global Approach; *Minimum Competencies; Program Validation; Secondary Education; Vocational Adjustment; *Vocational Education; Work Attitudes; Work Environment
IDENTIFIERS- *Australia

In 1992, the following competencies were proposed as key employment-related key competencies for vocational education students in Australia: collecting, analyzing, and organizing information; communicating ideas and information; planning and organizing activities; working with others in teams; using mathematical ideas and techniques; solving problems; and using technology. In July 1993, the set of competencies was found to be deficient in not including cultural diversity/understanding and was amended to include cultural understanding as the eighth key competency. Cultural understanding was defined as consisting of knowledge and skills relating to understanding the following: Australia's historical, geographical, and political context; major global issues such as competing environmental, technological, and social priorities; and the world of work and its importance and requirements. The process of formulation and validation of cultural understanding as the eighth key competency included the following phases: a review of the paper at meetings attended by 257 stakeholders for every Australian state and territory and an industry validation

Professional Commitment: An Analysis of Students and Alumni.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Environment; *College Students; Demography; *Education Work Relationship; Higher Education; *Pharmaceutical Education; Socioeconomic Influences; *Student Attitudes; *Student College Relationship
IDENTIFIERS- *Commitment

"Professional commitment" has been defined as "one's attitude toward one's profession or vocation." This study developed and tested a model to predict the development of professional commitment in students by examining the qualities of the college experience that may lead to that commitment. Factors such as background and demography, parents' occupations, employment status, social and academic integration were also considered. A sample of 408 first-year pharmacy students (the entire first-year class at one university) were surveyed by telephone. Usable results were received from 280 students (69 percent). The typical student in the sample was female (62 percent), Caucasian (55 percent), and 21-22 years of age (41 percent). The study found that the model developed and tested in the study explained 40 percent of the variance in students' levels of professional commitment after almost 1 year of pharmacy school. Clearly, the students' experiences in school influenced their commitment beyond that associated with their individual background characteristics. Students with higher levels of academic development, faculty interaction, and peer group interaction indicated higher levels of professional commitment at the end of their first year of pharmacy school. The study recommended that programmatic efforts aimed at increasing opportunities for student-faculty interaction be increased. Examples include mentoring and advising programs, independent research, and special projects to increase student-faculty interaction. (Contains 35 references.)

ED 371 221 CE 066 735

Lynch, Richard L.
In Search of Vocational Teacher Education.
PUB DATE- 8 Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Declining Enrollment; Educational Demand; Educational Finance; Educational Supply; Enrollment; Higher Education; *Preservice Teacher Education; Teacher Education; *Teacher Education Programs; *Vocational Education Teachers

A study that was part of a larger research project about vocational teacher education used institutional, state, and national statistics and studies to provide an overview of vocational teacher education. Included were enrollment data about vocational teacher education in subject-specific program areas traditionally identified with vocational teacher education. Some of the findings and conclusions of the study capitalize on these new possibilities. Case studies describe training programs, employment programs, and business opportunities. The following programs are profiled: (1) onsite job training centers offering a comprehensive array of social services in Los Angeles; (2) a 2-year apprenticeship that teaches residents in Yakima, Washington, skills in the building trades; (3) a self-employment and business management training and revolving loan fund provided by the contractor in Baltimore, Maryland; (4) self-employment and business management training conducted by the housing authority in Bismarck, North Dakota; (5) an employment program for youth coordinated by the resident association in Minneapolis; (6) training in security and self-employment leading to the housing authority contracting with a resident-owned security company in Galveston, Texas; (7) affordable child care to allow parents to work at Leech Lake Reservation, Minnesota; (8) resident organizations and private construction companies forming new jointly owned businesses in Los Angeles; (9) a revolving loan program and business training promoting resident entrepreneurship in New Orleans; and (10) a comprehensive effort to assist in developing the local economy in Winston-Salem, North Carolina. Case studies include information on contacts, mission, description, community resources, program management, results, and lesson learned. (KC)

ED 371 240   CE 066 785

Wagner, Daniel A.
Use It or Lose It? The Problem of Adult Literacy Skill Retention.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Basic Skills; *Educational Research; *Language Skill Attrition; *Literacy Education; Research Reports; *Retention (Psychology)

In the fields of adult literacy and adult learning, most researchers have focused on the acquisition of various skills and abilities. Very little attention has been devoted to skill retention. Without more research information, it is difficult to know whether the literacy skills learned in the nation's adult education programs are likely to be retained for very long. A literature review was undertaken to summarize what is known about the following: (1) cognitive skill retention across the life span; (2) studies of literacy and basic skills retention; and (3) policy implications of skill retention work. The main conclusion of the study was that, although much is known about fields related to that of literacy retention, very little research has been done directly on the topic and serious work needs to be undertaken soon. A set of questions to guide future work in this area was developed. (Contains 68 references.) (Author/KC)

ED 371 241   CE 066 936

Sticht, Thomas G.; Armstrong, William B.
Adult Literacy in the United States: A Compendium of Quantitative Data and Interpretive Comments.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Feb 94

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; *Communication Apprehension; Depression (Psychology); Females; Foreign Countries; *Interpersonal Communication; Interpersonal Competence; Interpersonal Relationship; Self Evaluation (Individuals); *Social Behavior
IDENTIFIERS- *Perfectionism; Self Regulation

Numerous studies have suggested that depression and social anxiety are associated with perfectionism. The present study examines how self-oriented perfectionism and socially-prescribed perfectionism influence cognitive reactions to an interpersonal interaction. Undergraduate women (n=90) completed the Multidimensional Perfectionism Scale, the Beck Depression Inventory (BDI), and the Social Avoidance and Distress Scale (SAD) as part of a preassessment battery. Self-regulation theorists posit three cognitive processes which guide behavior: (1) standard-setting; (2) self-monitoring; and (3) self-evaluation. Research indicates that neither depressed nor socially anxious individuals establish higher standards for themselves than do control subjects. This suggests that standard-setting alone is unlikely to explain the link between perfectionism and interpersonal problems. But a person's own judgment of his or her abilities and the extent to which that person self-monitors and evaluates performance are also significant factors. Interpersonal problems may arise because the perfectionist doubts his or her ability to meet personal standards or others' standards. Additionally, perfectionism might lead to more frequent self-monitoring, which may disrupt social behavior. Socially-prescribed and self-oriented perfectionism appear to operate through different cognitive processes. This study suggested that socially-prescribed perfectionism may be particularly influential in interpersonal situations because it increases self-focused attention and appraisal. Self-appraisal in turn interacts with factors such as one's perceptions of one's social abilities to influence social behavior. (MSF)

ED 371 260   CG 025 434

Ledyard, Pat
Personality Traits of Graduate Counseling Students as Compared to Education Administration/Supervision Students.
PUB DATE- May 94
NOTE- 45p.; Research Study, Sam Houston State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling; Counselors; *Educational Administration; *Graduate Students; Graduate Study; Higher Education; *Personality Assessment; Personality Studies; *Personality Traits
IDENTIFIERS- Texas

This research study describes results of a survey developed from the Sixteen Personality Factor Questionnaire and the Myers-Briggs Type Indicators and administered to 45 graduate students, including both counseling and education administration students. Previous research suggested that there were specific personality traits for counselor candidates; some research had even gone so as to distinguish traits for effective and ineffective counselors. Effective counselor candidates were characterized as confident, friendly, accepting, outgoing, efficient, and assertive; highly rated expressed little enthusiasm for living. The study indicates that church groups that care for the homeless should exercise caution in evaluating the homeless individual's expressions of religiosity or lack thereof. It appears that traditional rehabilitative efforts based upon the spiritual approach of Alcoholics Anonymous are likely to experience a lower success rate among the mentally-ill homeless due to the latter's alienation from religious beliefs. Further research questions are suggested. Also included are four tables which offer correlations and mean scores of findings. (RJM)

ED 371 279 CG 025 510

Ohler, Denise L.; Levinson, Edward M.
Assessment of Career Maturity in Transdisciplinary Vocational Assessment.
PUB DATE- Mar 94
NOTE- 26p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Advising; Career Choice; Career Counseling; Career Development; *Career Exploration; Maturity Tests; School Counselors; *School Guidance; Secondary Education; Vocational Aptitude; Vocational Evaluation; *Vocational Maturity
IDENTIFIERS- Super (Donald E)

Since career development extends through the life span, career assessment may be helpful to individuals of all ages. This paper explains the theoretical bases for career maturity and provides definitions and correlates of the construct of career maturity. School psychologists, who typically work with students-at-risk academically and socially, should consider early assessment of career maturity in order to assist in the formulation of appropriate educational and vocational planning. They should also consider providing input into planned experiences that accommodate developmental differences. Awareness of interests, abilities, and aptitudes is an important component of career decision making, and should be assessed as part of the transdisciplinary vocational assessment. Addition of an interest inventory and career maturity measure would add approximately 1.5 hours to assessment time and provide valuable data for educational and vocational planning in a developmental context. These instruments could be administered by another transdisciplinary assessment team member. Curriculum-based assessment can measure individual progress in vocational domains and provide additional data to enhance the accuracy of career decision making. Reviews of the available instruments for vocational assessment suggest that continuing research and development of new tools is imperative. (RJM)

ED 371 280 CG 025 511

Parrott, W. Gerrod
Teaching Skill in Theorizing.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

of site visits as an integral part of the project; and continuation of participants' assessment of student outcomes. (The survey instrument with tabulations of data for each question is attached.) (RS)

ED 371 299 CS 011 728

Eder, Frances Carol
The Parent Connection: A Necessary Link in Any Reading Program.
PUB DATE- 94
NOTE- 81p.; M.A. Thesis, Lincoln University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholic Schools; Elementary Education; Longitudinal Studies; *Parent Participation; *Parent Student Relationship; *Reading Improvement; Reading Programs; Reading Research
IDENTIFIERS- Goals 2000

A longitudinal study observed and analyzed a group formed within a private Catholic school community on the eastern seaboard of the United States. The 25 parents within the group were from middle-class families and had children who were in grades 1 through 8. Meetings with group members were monitored, questionnaires were given to group members, and interviews were conducted. Results indicated that parents wanted ideas and suggestions to help their children become better readers. The group members also demonstrated a need to work and communicate with other parents experiencing similar problems. Parents stated that most of the ideas and suggestions offered within the group were useful. When the parents introduced new reading methods, their children seemed to show slow, steady progress. Findings suggest that this type of group may help children become better readers. (Contains 41 references. The letter to parents, a meeting summary letter, formal interview questions, the meeting questionnaire, the final meeting questionnaire, the texts of two proposed bills presented to the U.S. Congress designed to encourage parent participation, and the table of contents of the Goals 2000 law are attached.) (RS)

ED 371 300 CS 011 729

Pellegrini, A. D.; And Others
Joint Reading between Mothers and Their Head Start Children. Vocabulary Development in Two Text Formats. Reading Research Report No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Mothers; *Parent Child Relationship; Preschool Education; Reading Aloud to Others; Reading Research; Recall (Psychology); Recreational Reading; *Text Structure; *Vocabulary Development
IDENTIFIERS- Communication Behavior; Emergent Literacy; Project Head Start

A study examined the ways in which Head Start preschool children's vocabulary developed when they and their mothers engaged in joint reading. Subjects, 19 dyads, were observed as they interacted around expository texts presented in both familiar (newspaper toy advertisements) and traditional (trade taught in isolation. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of activities for students to integrate the reading and writing processes, communication of student-originated ideas in reading and writing, and demonstration of higher-order thinking through reading and writing. All strategic solutions occurred through curricular modifications and changes in teaching practices. All symptoms of the original problem were reduced as projected; students' integration of reading and writing improved, students' ability to communicate original ideas increased, and students demonstrated higher-order thinking skills through reading and writing. (Contains 34 references and 4 tables of data. A total of nine appendixes presenting data, student writing samples, checklists, and lesson plans are attached.) (Author/RS)

ED 371 321   CS 011 750

Peterson, Kathy S.
Integration of Reading and Writing Strategies in Primary Level Special Education Resource Students To Improve Reading Performance.
PUB DATE- 26 Apr 94
NOTE- 70p.; M.A. Project, Saint Xavier University. Cover title reads "Integration of Reading and Writing Strategies in Primary Education Resource Students To Improve Reading Performance."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Action Research; Learning Strategies; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Writing Relationship; Special Education; Thinking Skills; *Writing Instruction

A program was developed for improving the reading level of primary special education resource students in a progressive suburban community in the midwest. The problem was originally noted by an increase in the need for support services and low standardized test scores. Analysis of probable cause data revealed that students lacked knowledge of the relationship between reading and writing processes, and that they had inaccurate perceptions of reading and writing. In addition, a review of the district's general curriculum and textbooks revealed that academic concepts were taught in isolation. Solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of activities for students to integrate the reading and writing process, communication of student-originated ideas in reading and writing, and demonstration of higher-order thinking through reading and writing. All strategic solutions occurred through curricular modifications and changes in teaching practices. All symptoms of the original problem were reduced as projected; students' integration of reading and writing improved, students' ability to communicate original ideas increased, and students demonstrated higher-order thinking skills through reading and writing. (Contains 36 references and 6 tables of data. A total of 18 appendixes presenting data, student writing samples, and checklists are attached.) (Author/RS)

ED 371 322   CS 011 751

Hall, Rita; And Others

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 3; *Instructional Effectiveness; Primary Education; *Reading Attitudes; Reading Research; *Whole Language Approach
IDENTIFIERS- *Kansas

A study investigated the attitudes toward reading of third-grade students involved in a whole language program. The sample consisted of 71 students--48 students participated in the study group, and a control group consisted of 23 students. The independent variables were participation status, gender, socioeconomic status, race, qualification for Chapter 1 services, and participation in English Training services. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey (ERAS). These were: attitudes toward recreational reading, attitudes toward academic reading, and total. Pretest scores from the scales of the ERAS were employed as covariant measures and included attitudes toward recreational reading, attitudes toward academic reading, and total. Six composite null hypotheses were tested, and a total of 18 comparisons were made. Results indicated that none of the 18 main effects were statistically significant. Recommendations for replication include: (1) use a large random sample; (2) examine treatment in detail; (3) investigate other dimensions of effectiveness; and (4) control for teacher variables. (Contains 24 references and 6 tables of data. Letters requesting or granting permission, the Elementary Reading Attitude Survey, instructions for using the ERAS, a discussion of the validity and reliability of ERAS, blank demographic recording sheets, and a description of the treatment program are attached.) (RS)

ED 371 342 CS 011 772

Jenkins, Melissa R.
Effects of a Whole Language and Ability Grouped Reading/Writing Program on First Grade Students.
PUB DATE- 12 May 94
NOTE- 24p.; M.Ed. Project, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Ability Grouping; Classroom Research; Grade 1; *Instructional Effectiveness; Primary Education; Questionnaires; Reading Attitudes; Reading Instruction; *Student Attitudes; *Whole Language Approach; Writing Attitudes; Writing Instruction

A study examined the differences in first-grade students' attitudes about reading/writing when teachers taught by using ability grouping or when teachers taught by using whole language instruction. Two questionnaires were distributed to four teachers, one requesting information on use of reading/writing instruction in the classroom, and the other examining their knowledge about whole language. Twenty students were asked questions about reading/writing in their classrooms. Results indicated that even though the four teachers knew whole language techniques, some chose not to use this method of teaching in their classrooms. Results also indicated that 8 of the 10 students instructed in whole-language classrooms showed a positive attitude toward reading and writing, whereas all 10 of the grouped-instructed students showed a negative attitude toward reading and writing in their classroom. (Contains 13 references and a figure of data. The two questionnaires and a list of questions for students are attached.) (Author/RS)

ED 371 361   CS 214 365

McGuiness, Ilona M.
Rhetoric as Preventive Medicine: The Essays of E. M. Forster.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Essays; Higher Education; *Rhetorical Theory; Undergraduate Students; *Writing (Composition); Writing Processes
IDENTIFIERS- Academic Discourse Communities; *Composition Theory; *Forster (E M); Loyola College MD; Montaigne (Michel Eyquem de); Woolf (Virginia)

Through the art of the essay, as conceived by E. M. Forster, Virginia Woolf and others, college readers and writers can play a role in the continual weaving of the fabric of civilization--not by delivering lessons, or sermons, or polemical arguments, but by participating in the essayistic dialogue about what comprises a healthy human community that began with Montaigne. Forster's essays affirm and demonstrate the importance of acknowledging that there are no easy solutions to most social problems, especially political ones. They can help the instructor show students that a paper does not have to be a finite gesture, a delusion that the writer has found the answer, the "only" answer. According to Forster, a sick society is one which settles for the comfort of definite answers, is afraid of open dialogue. At Loyola College, professors believe that if they bring students to an understanding of what it means to ask a question freely, think it through in the context of their curricular and extracurricular lives, and capture that process in a form and style that will interest readers and encourage them to respond to the question in their own ways, then they are giving students the necessary tools to tackle writing tasks across the curriculum. This assumes, of course, that the responsibility for introducing students to the discourse communities of the various academic disciplines lies with the faculty of those disciplines. (TB)

ED 371 362   CS 214 366

Bergmann, Linda S.
Academic Discourse and Academic Service: Composition vs. WAC in the University.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Freshman Composition; Higher Education; Plagiarism; Undergraduate Students; Writing Across the Curriculum
IDENTIFIERS- *Academic Discourse; Academic Discourse Communities; Writing Contexts

Composition instructors need to explore the idea that the value of the discourse they teach students is not in its similarity contributed by teachers from elementary through university levels. It also describes many of the ways storytelling can be woven into the fabric of the classroom curriculum. The collection is divided into three sections. The first section, which recounts how storytellers get started, contains the following selections: (1) "The Story's the Thing" (Jeanne Smith); (2) "The Strolling Storytellers" (Karen P. Durand); (3) "'Do It Again, Dwayne': Finding Out about Children as Storytellers" (Kerry Mallan); (4) "Tell Me That One; Now Let's Tell It Together: Sharing Stories with Tim" (Ann M. Trousdale); (5) "The Journey of One Young Storyteller" (Marni Schwartz); and (6) "Tap Your Storytelling Roots" (Joe Yurkish). The second section, which tells how teachers have connected storytelling to the teaching of traditional school subjects, contains the following selections: (7) "May I Tell You My Story?" (Ruth Merrill); (8) "Who Needs a Storyteller for Freshman Comp?" (Sharon Kane); (9) "Andrew Joins the Storytelling Club" (Barbara A. Connelly); (10) "Edmund's Story" (May Murphy); (11) "Telling the Tale" (Syd Lieberman); (12) "Family Stories, Images, and the Fictional Dream" (Tom Romano); and (13) "Telling Tales from School" (Barbara Lipke). The third section, which shows how storytelling can serve to build communities of listeners and learners, contains the following selections: (14) "Story Quilt: A Student Teacher's Mythic Journey" (Anne Vilen); (15) "Stories, Readers, and a Community of Learners" (Julia Hamilton); (16) "Let Them Tell Their Stories" (Brian Conroy); and (17) "Teachers' Tales as Texts: Folklore and Our Profession" (Bonnie S. Sunstein). An 85-item annotated bibliography which provides resources for storytellers is appended. (SAM)

ED 371 382 CS 214 386

Spillman, Carolyn V.; And Others
Emerging Issues in Handwriting Instruction.
PUB DATE- 2 Apr 94
NOTE- 34p.; Paper presented to the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Handedness; *Handwriting; Lateral Dominance; Mathematics Achievement; Reading Achievement; Sex Differences; Writing Research; *Writing Skills
IDENTIFIERS- Educational Issues; Florida (South)

Noting the general lack of research on handwriting instruction, a study examined hand and eye dominance, hand positions, and handwriting production of children. Subjects were 310 children from grades one through five in classrooms of regular children, mainstreamed team teaching classrooms, and self-contained gifted classes in a large elementary school in south Florida. Subjects wrote the letters of the alphabet, some other short passages for copying, and then wrote about whatever they wished. Subjects' eye dominance was also determined, and scores from standardized achievement tests in math and reading were collected. Results indicated: (1) no significant relationship between handwriting position and grade level; (2) significant relationships among dominances and hand positions; (3) no significant relationship between school placement and handwriting position, or between eye-hand dominance and school placement; and (4) no significant differences for reading achievement or math achievement due to eye dominance, no every student's experience and also confronts the issue of censorship. Part 2, "Curricular Challenges: Beyond Eurocentric Values," begins the task of cataloging the multitude of literary works that might be included in the new repertoire and also explores the process of learning a different kind of critical analysis. This section of the book also provides comprehensive bibliographies of African American, Asian American, Jewish, Latino, Native American, and cross-cultural literatures, as well as bibliographies of literature addressing emotional/mental and physical disabilities, homelessness, homosexuality, older adults, teenage suicide, and Vietnam veterans. Finally, Part 3, "Teaching Strategies for Multicultural Literature," gives examples of how multicultural works can be incorporated into literature courses. Also included are discussions of incorporating multicultural perspectives within composition classes, assessing student writing, and making interdisciplinary connections in teaching multicultural literature. (NKA)

ED 371 402   CS 508 581

Dombrowski, P. M.
Post-Modernism as the Resurgence of Humanism in Technical Communication.
PUB DATE- Dec 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethics; *Feminism; Higher Education; *Humanism; *Rhetoric; Science and Society; Sciences; *Technical Writing
IDENTIFIERS- *Postmodernism; *Social Constructivism

Scholars, teachers, and practitioners of technical communication are empowered by developments in postmodernism, especially in the face of the historical privileging of the generators of specialized knowledge. Developments in four areas--the rhetoric of science, social constructionism, feminist critiques of science, and ethics--are of a humanistic nature and at the same time of a postmodernistic nature. Major works in the rhetoric of science show that science is only a special form of negotiated opinion, not the antithesis of opinion. Social constructionism duplicates the basic thrust of the rhetoric of science. The most important impact of feminism on technical communication comes through feminist critiques of science which challenge the privilege historically accorded scientific knowledge and question the assumptions underlying the authority of science. Both feminist and ethicist critiques compel the conscientious reappraisal of what exactly science is, of how the principles of science mesh with the practice, and of how science historically both shapes and is shaped by society. All four ideas resonate with the ideas of the co-fathers of humanism, Protagoras and Socrates. Postmodernism empowers scholars, teachers, and practitioners of technical communication to criticize the authority, assumptions, and claims of science and technology while it compels them to contextualize their practice. It also alerts them to be wary against using science and technology as a subterfuge from the messiness of social contingency and the weightiness of ethical judgments. (Contains 29 notes.) (RS)

ED 371 403   CS 508 582

teachers who employed positive messages to gain compliance in the classroom were more effective, according to student perceptions; (3) students who felt pleasure and arousal also self-reported more learning; and (4) teachers who employed immediate and prosocial behavior alteration techniques provoked in their students increased feelings of pleasure and arousal. Findings permit greater clarification of the previously established relationship between teacher immediacy and power in the classroom. Specifically, perceptions of power cues are mediated by teacher immediacy behaviors through student emotions. By explaining how teacher and immediacy and power function, implicit communication theory offers increased conceptual coherency. Results suggest that the application of implicit communication theory to instructional variables is potentially fruitful. (Contains 48 references and 12 tables of data.) (RS)

ED 371 422   CS 508 601

Lapadat, Judith C.
Teachers Talking and Students Listening: A Model of Learning Outcomes.
PUB DATE- Jun 94
NOTE- 69p.; Paper presented at the Annual Meeting of the Canadian Society for Studies in Education (Calgary, Alberta, Canada, June 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attention; Communication Research; Foreign Countries; Grade 2; *Language Proficiency; Learning Processes; Primary Education; Science Instruction; Special Needs Students; *Teacher Behavior
IDENTIFIERS- Causal Analysis; *Speech Rate

A study used causal modeling to examine how second-grade students' language ability interacted with two characteristics of a teacher's language during naturalistic expository instruction to explain students' attention to and learning from a science lesson. Subjects, 120 students from 13 suburban classrooms, working with an instructor in groups of 6, listened to a 6-10 minute lesson about chipmunks. Each group heard instructional language that was fast and nonredundant, fast and redundant, slow and nonredundant, or slow and redundant. Results indicated that a significant portion of the variance in learning outcome on two measures, a multiple choice picture task and a verbal recall task, was explained by prior language ability and pace of the instructional language, mediated by students' attention to the lesson. Special needs students exhibited a different pattern of learning and attending than "regular" students. They attended to fast-paced instruction as much as regular students and learned as much. But when instructional language was slow-paced, special needs students attended less and learned less than regular students. The special needs students' different attentional and learning patterns could be attributed to attentional deficits, comprehension monitoring deficits, or to these students making different choices about how to allocate their resources. Findings suggest that teachers ought to modify their instructional language for students, and that how they do this will depend on students, teachers' instructional goals, the instructional processes they use, and their beliefs about the aims of education. (Contains 26 references, and 7 tables and 12 figures of data.) (Author/RS) perversity principle. Expectations of education are also discussed, which include the development of knowledge, know-how, wisdom, and character. Suggestions are offered for dealing with the four systems that should be considered when introducing quality management into any enterprise--the educational system, the managerial system, the social system, and tools and techniques. Six figures are included. (LMI)

ED 371 442   EA 025 779

Schoppmeyer, Martin W.
Arkansas' Slide from Equity.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); Elementary Secondary Education; Expenditure per Student; Financial Problems; *Property Taxes; *State Aid; *State Legislation; *Tax Effort
IDENTIFIERS- *Arkansas; *Funding Formulas

Instead of adopting an entirely new school finance system to replace an inequitable system threatened by lawsuits, the Arkansas legislature has chosen to repair Act 34 of 1983. Two major changes enacted in 1993 (recalculation of state aid for districts experiencing growth and a change in a district's real property charges when calculating state aid) seem doomed to failure. The major reason why Act 34 does not equalize may be its use of artificial numbers to calculate local wealth. Rather than abandon these fictional figures, the legislature seems determined to juggle them. Because the millage charge on real property adopted in 1983 was much too low, the cap was eventually raised to match the state average millage figure. Even so, the difference between the current charge and the average millage is some 4.84 mills, requiring an increase of $152.5 million to equalize them. Also, outdated numbers for personal and utility property have been used to calculate current wealth. A short-range effort to stop penalizing districts for growth produced a confusing funding formula that penalizes stable or declining districts. These and other factors add up to increasing inequity for students and taxpayers. It is hoped that the new finance commission will design a better system. (MLH)

ED 371 443   EA 025 793

Levin, Benjamin
Education Looks at Poverty: Conceptions and Misconceptions.
PUB DATE- Mar 94
NOTE- 26p.; Paper presented at the conference "Education and Community: The Collaborative Solution" (Toronto, Ontario, Canada, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; *Economically Disadvantaged; *Educational Attainment; Elementary Secondary Education; Foreign Countries; One Parent Family; *Poverty; *School

Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 76p.; For previous edition, see ED 302 941.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Administration; Educational Research; Elementary Secondary Education; *Organizations (Groups); Research and Development Centers

This directory of organizations in educational management is designed to guide users to sources of information on the management of elementary and secondary schools. It includes both organizations engaged in research and development and those providing service to the educational management profession. Organizations include federally funded research centers and laboratories, professional associations, policy research and analysis centers, school study councils, university research and service bureaus, and a variety of independent organizations. The 163 organizations can be located by any one of three ways: (1) by title in the alphabetical listing; (2) by their subject areas and publication topics through use of the subject index; and (3) by their service areas through use of the geographic index. The introduction provides a sample entry and explanation of its use. (LMI)

ED 371 462 EA 025 903

Bauer, David G.
The Principal's Guide to Grant Success.
PUB DATE- 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Corporate Support; Educational Finance; Elementary Secondary Education; Federal Aid; *Financial Support; Foundation Programs; *Grants; *Principals; Program Proposals; *Proposal Writing

This book provides principals of public and private elementary and middle schools with a step-by-step approach for developing a system that empowers faculty, staff, and the school community in attracting grant funds. Following the introduction, chapter 1 discusses the principal's role in supporting grantseeking. Chapter 2 describes how to establish a successful proactive grants system in the school. The third chapter illustrates ways to help others assess needs and develop goals and solutions. Chapters 4 and 5 explain the grants marketplace and how to match projects to appropriate grantors. Strategies for using research to make preproposal contact are described in the sixth chapter. Chapter 7 shows how to help grantseekers develop a proposal strategy, create a plan, and justify the budget. Chapter 8 and 9 describe how to prepare federal proposals and how to improve the school's federal proposals through a quality assurance program. The 10th and 11th chapters offer guidelines for developing foundation and corporate grants support and for improving and submitting proposals to those institutions. Chapter 12 examines the principal's role in contacting grantors

(Astrid Fischel Volio); (11) "Cuba: Educational Research and Decision Making" (Lidia Turner Marti and Elvira Martin Sabina); and (12) "Nicaragua: Education and Social Transformation, 1979-91" (Robert F. Arnove and Anthony Dewees). The conclusion, "Educational Research and Policy in the 1990s--Future Challenges," is by Daniel A. Morales-Gomez and Carlos Alberto Torres. Five tables, a bibliography of 384 references, and an index are included. (LMI)

ED 371 480 EA 025 925

Hess, G. Alfred, Jr., Ed.
Empowering Teachers and Parents: School Restructuring through the Eyes of Anthropologists.
PUB DATE- Jul 92
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Anthropology; Educational Vouchers; Elementary Secondary Education; *Parent Participation; Participative Decision Making; Qualitative Research; School Based Management; School Choice; *School Restructuring; *Teacher Influence
IDENTIFIERS- *Empowerment

Elmore (1990) has presented two contrasting models of school restructuring, each with different views about who is empowered--teachers or parents. This book examines what happens when schools and school districts attempt to implement either of these models. Following the introduction, "Examining School Restructuring Efforts," by G. Alfred Hess, Jr., the first part contains the following six articles on empowering teachers: (1) "Work That Is Real: Why Teachers Should Be Empowered" (William Ayers); (2) "Rural Science and Mathematics Education: Empowerment through Self-Reflection and Expanding Curricular Alternatives" (Mary Jo McGee Brown); (3) "The Dangers of Assuming a Consensus for Change: Some Examples from the Coalition of Essential Schools" (Donna E. Muncey and Patrick J. McQuillan); (4) "Empowerment of Teachers in Dade County's School-Based Management Pilot" (Marjorie K. Hanson, Don R. Morris, and Robert A. Collins); (5) "Conflict in Restructuring the Principal-Teacher Relationship in Memphis" (Carol Plata Etheridge and Thomas W. Collins); and (6) "Rural Responses to Kentucky's Education Reform Act" (Pamela Coe and Patricia J. Kannapel). Part 2 presents the following studies of parent empowerment: (7) "The Case for Parent and Community Involvement" (Donald R. Moore); (8) "Who's Making What Decisions: Monitoring Authority Shifts in Chicago School Reform" (G. Alfred Hess, Jr. and John Q. Easton); and (9) "School Reform in East Harlem: Alternative Schools vs. 'Schools of Choice'" (Diane Harrington and Peter W. Cookson, Jr.). Part 3 contains the following articles that examine some of the ways in which anthropologists, as qualitative researchers, can conduct relevant policy research: (10) "The Role of Anthropologists in Restructuring Schools" (Thomas G. Carroll); (11) "Critical Friends in the Fray: An Experiment in Applying Critical Ethnography to School Restructuring" (John M. Watkins); and (12) "Through the Eyes of Anthropologists" (G. Alfred Hess, Jr.). A bibliography of 205 references and an index are included. (LMI)

ED 371 481 EA 025 926

(culturally diverse, children with disabilities, and economically disadvantaged); and the impact of educational reform movements (cooperative learning and middle schools) on services for gifted students. Content analysis of documents collected from each state concerning identification of gifted students revealed that inclusive policies were present, but the record for actual inclusion of special populations was poor. Site visits to three states (Arkansas, Ohio, Texas) with inclusive practices revealed that local leaders were able to take state help in the form of demonstration projects and seed money to create broader identification procedures. Barriers to more effective policies were identified, and model legislation was developed. Concerning the impact of middle schools on gifted education, a survey of 400 teachers revealed that gifted education specialists embraced ability grouping and rejected the position that being identified as gifted created social difficulties for students, while middle schools personnel felt the opposite. A survey of educators of gifted students and educators using cooperative learning revealed differences on almost every dimension concerning the value of cooperative learning. Case studies identified features of middle schools with strong programs for gifted students and features of programs that blend cooperative learning and gifted education. (Contains 42 references.) (JDD)

ED 371 500   EC 303 087

TECH-REACH: A Rehabilitation Technology Information Exchange. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Federal Programs; *Information Dissemination; *Information Services; Information Systems; Models; Needs Assessment; *Rehabilitation; *Technology
IDENTIFIERS- New York (New York Metropolitan Area); TECH REACH

TECH-REACH, a federally funded rehabilitation technology information exchange program, serves New York City and some surrounding areas. Its mission is to improve the delivery of technology information and rehabilitation services for people with disabilities and the professionals who serve them. The information exchange has gathered and maintained information from various sources including print, microcomputer-based, and online systems. A technology demonstration center, along with a video and print library including a computerized bulletin board system, was made available. The project also evaluated the technology applications that resulted from the information system and disseminated the information exchange model to programs in other communities. TECH-REACH's role as a federally funded Regional Technology Center for the Technology Related Assistance for Individuals with Disabilities (TRAID) program has involved developing and analyzing consumer and employer needs surveys regarding assistive technology devices, providing awareness training, and providing assessments regarding appropriate assistive devices. Appendices contain a list of vendors of rehabilitation technology products, copies of 13 fact sheets produced by TECH-REACH, lists of library holdings, statistical data from the need surveys, a report of a paper

Eligibility Determination in Special Education: A Review of State Regulations Pertaining to Protection in Evaluation. Project FORUM. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; *Disabilities; *Disability Identification; Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; Federal Regulation; Preschool Education; *Special Education; *State Regulation; *Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act

This report analyzes the content of State regulations for determining student eligibility for services under the Individuals with Disabilities Education Act. The Federal law and regulations set a basic standard for the design and delivery of special education, and each State has adopted its own laws and regulations to supplement the Federal requirements. The Federal regulations analyzed are those with implications for the initial entry into special education, sometimes referred to as the "protection in evaluation" requirements that are applicable to the process of determining the presence of a disability. Analysis of State plans and regulatory documents revealed few differences between State and Federal regulations with respect to protection in evaluation requirements. Differences in the wording of State and Federal regulations can be characterized as more prescriptive on the part of the State, by including the types of assessments to be conducted, the specific individuals considered qualified to administer assessments, and the composition of the team designated to make the eligibility decision. The naming of assessment instruments to be used is not common among States, but 34 States do have additional assessment regulations based upon the category of disability. Two appendices provide a data summary and a list of State source documents. (JDD)

ED 371 520   EC 303 107

Hanninen, Gail E.
Blending Gifted Education and School Reform. ERIC Digest #E525.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academically Gifted; Beliefs; *Change Strategies; *Educational Change; Educational Practices; Elementary Secondary Education; Grouping (Instructional Purposes); Program Implementation; *Regular and Special Education Relationship; School Restructuring; Special Education; Student Educational Objectives
IDENTIFIERS- *ERIC Digests

This digest provides a process for assuring that the unique needs of students who are gifted are addressed within the context of systemic educational reform. Several key elements guide the process: creating belief statements, clarifying the issues, and designing strategies for implementation. Generating belief

Future Promise" (Lupart); "Gifted Education at Adolescence" (Matthews); "O.M.--Odyssey Of The Mind A Creative Approach to Education" (May; Baker); "Young Gifted Learners in a Multicultural Society" (McPhee); "Affective Characteristics of Gifted Individuals as a Guide for Selection of Counseling Techniques" (Mendaglio); "Feeling Bad Can Be Good: Using Dabrowski's Theory to Reframe Gifted Children's Adjustment Difficulties" (Mendaglio; Tillier); "Career Development for the Gifted and Talented" (Pyryt); "Using Art as an Identification Tool for Gifted ESL" (Samber); "Attitudes Towards, Preferences For, and Knowledge of Computers Among Gifted and Average Junior High Children" (Singh); "'Where Are the Wise Women?' A Reflection on the Issues Surrounding the Educational Experience of Gifted Girls" (Smyth); "School-Wide Enrichment Centres" (Wakaryk; And Others); "Successful Learning Strategies to Use With Gifted Learning Disabled Students" (Wees); and "Gender Issues in Education" (Yewchuk). (AA)

ED 371 538   EC 303 126

Bilan, Bohdan J.
Computer Simulations: An Integrating Tool.
PUB DATE- Sep 92
NOTE- 8p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Software; *Educational Games; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Integrated Activities; Learning Strategies; Problem Solving; *Simulation; Student Development

This introduction to computer simulations as an integrated learning experience reports on their use with students in grades 5 through 10 using commercial software packages such as SimCity, SimAnt, SimEarth, and Civilization. Students spent an average of 60 hours with the simulation games and reported their experiences each week in a personal log. Students became actively involved in problem solution through accessing online helps, reading manuals, doing independent research, and discussing innovative techniques with each other. Simulation games were able to keep students of various abilities challenged and interested and also changed passive learners into active learners. Principles of these rule-based simulations are briefly explained as are learning strategies fostered by these games. Five simulation packages are briefly described. (DB)

ED 371 539   EC 303 127

Brydges, Barbara
The Portrayal of Gifted Children in Children's Books.
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Literature; Bibliotherapy; *Childrens Literature; Classification; Elementary Secondary Education; Fiction; Foreign Countries; *Gifted; Individual Development; *Novels

This review identifies and categorizes 27 contemporary children's

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Academic Aptitude; *Educational Philosophy; Elementary Secondary Education; *Gifted; Hermeneutics; *Platonism; *Student Development; Talent Development

This conference presentation interprets the historic-cultural meaning of giftedness-as-potential. In this view, giftedness is seen as a gold mine, and good education results in the mining of the precious golden essence that is buried deep within individual students. The historic roots of this metaphor can be traced back to Plato's plan in "The Republic" in which humans are created in three types: the best are made of gold; the second best made of silver; and the common crowd made of brass and iron. The golden few are provided the best education and groomed for guardianship of the community. Contemporary education continues the Platonic tradition, referring to potential as a "valuable natural resource." This tradition also assumes that giftedness can be defined as an abstract concept and its essential properties known. Hermeneutics, on the other hand, asks questions about conditions under which giftedness might be, or not be, a possibility for all children. This view holds that all those who open themselves to the possibilities of living in the world are already and always on the way to becoming the best they can be. Four horizons of giftedness-as-possibility are discussed: imagination, confusion, questioning, and the fusion of horizons. Education should be concerned with helping all students, who have the potential for excellence rather than with focusing on those identified as "gifted." (JDD)

ED 371 561 EC 303 149

Wilgosh, Lorraine; And Others
Implications of Inclusive Education for Gifted and Talented Children.
PUB DATE- Sep 93
NOTE- 27p.; In: Nurturing Potential, Proceedings of the Society for the Advancement of Gifted Education Annual Conference (4th, Edmonton, Canada, September 24-25, 1993); see, EC 303 142.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; Academic Achievement; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Gifted; Homogeneous Grouping; *Mainstreaming; Parent Attitudes; Special Classes; Student Needs; Teacher Attitudes; Underachievement
IDENTIFIERS- *Alberta

This conference panel presentation includes five papers on the implications of inclusive education for gifted and talented children. "The Case for Ability Grouping of Gifted Students" (Carolyn Yewchuk) summarizes research results showing that greatest gains were found in programs that grouped high ability children together and provided a differentiated curriculum matched to their abilities and skills. The beneficial effect of homogeneous grouping with differentiated instruction was also evident for students of medium ability and low ability. "Implications of Alberta Education Policies and Practices for Gifted Students" (Lorraine Wilgosh) points out that the policies of Alberta (Canada) Education seem to offer the promise of educating children with disabilities in regular classrooms with nondisabled peers while promising to provide

(055)
DESCRIPTORS- Curriculum Design; *Difficulty Level; Foreign Countries; Language Attitudes; Language Research; Language Usage; Models; *Second Language Instruction; *Second Language Learning; *Task Analysis; *Teaching Methods
IDENTIFIERS- *Simplification (Language)

This article proposes two general instructional strategies that a course designer or materials writer may use to create a second language course that makes new demands on learners, yet contains feasible learning tasks. First, course designers can manipulate task components believed to determine task difficulty, components such as input text, the complexity of operations to be carried out on the input, and the nature of the output required. The second instructional strategy takes advantage of learning factors, ways in which preceding tasks in a sequence enable learners to successfully carry out later ones. The second strategy is implemented through the design of task sequences. Three task sequence models are examined, and the learning factors which appear to be exploited in each are identified. Collectively, these factors include: (1) task modification to learners' existing capacities; (2) repeated practice of task elements across tasks; (3) practice of new task elements within familiar tasks; (4) repeated practice of tasks in ascending order of difficulty; (5) focused practice of components of an ongoing macro-task; and (6) pre-learning of task elements followed by practice of them within macro-tasks. (MDM)

ED 371 583 FL 022 054

Lotherington-Woloszyn, Heather
Do Simplified Texts Simplify Language Comprehension for ESL Learners?
PUB DATE- 93
NOTE- 17p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; English (Second Language); Foreign Countries; Higher Education; *Instructional Materials; *Reading Comprehension; Second Language Instruction; *Second Language Learning; *Student Attitudes
IDENTIFIERS- *Simplification (Language)

This paper examines how language is simplified for pedagogical purposes and reports on a study of English-as-a-Second-Language (ESL) learners' reactions to reading variously simplified and unsimplified texts. A total of 36 ESL learners of intermediate proficiency at the university-entrance level read, recalled, and commented on original texts and two versions simplified by different editors. Results indicated that none of the text versions was significantly better comprehended by the subjects. The subjects, however, were able to identify the simplified versions as simplified and rank the original versions as being the hardest to comprehend. The subjects also underrated their ability to comprehend the unsimplified texts and overrated their comprehension of the simplified texts. Thus, although simplification did not significantly affect text comprehensibility, it did affect the subjects' attitude about the text. Features of pedagogical simplification that aided and impeded language comprehension are identified. Four appendixes contain copies of the texts. (MDM)

ED 371 584 FL 022 055

Countries; High School Equivalency Programs; *Immigrants; *Nonformal Education; *Parent Counseling; *Second Language Instruction; Social Integration
IDENTIFIERS- *Israel

This volume contains 13 articles that reflect the development of adult education in Israel during recent years. The material relates to the principal areas with which the Division of Adult Education deals: formal and nonformal education for adults, language and cultural absorption of new immigrants, and training of facilitators for parental counseling. The articles are as follows: "Past and Present in Adult Education" (Shalom Klein); "Elementary Education for Adults: The TEHILA Project" (Moshe Adorian); "High School Education for Adults: Trends and Goals" (Theodor Bar Shalom); "The Popular Universities: Student Population, Content and Teaching Methods" (Paul Kirmayer); "What's New in the News? Comprehension of the News among Adults with Limited Formal Education" (Ora Grebelsky); "Teaching Language during a Time of Intercultural Transition" (Riva Perlmutter); "Aspects of the Linguistic and Professional Absorption of Ethiopian Immigrants" (Meir Peretz); "The Organization and Pedagogy of the Ulpan--The Southern District" (Shoshana Brunner); "Teacher-Training and In-Service Training: The Central Tel Aviv District" (Yehiel Nahshon); "Expansion of the Ulpan Network: The Haifa and Northern District" (Shlomo Mizrahi); "Training Program in Parent Counseling: A New Discipline in the Social Sciences Helping Professions" (Rina Cohen); "Cooperation between the Adult Education Division and the Local Authorities" (Ephraim Shach); and "Publications--The Cream of the Crop" (Yehudit Orensztajn). (YLB)

ED 371 127 CE 066 474

Yee, Darlene; Melichar, Joseph F.
Accident Prevention through Driving Skills Assessment and Interventions for Older Drivers: A Programmatic Research Project.
SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- 30 Jun 92
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; Adult Education; Computer Assisted Instruction; *Driver Education; *Instructional Development; *Instructional Effectiveness; *Older Adults; Pretests Posttests; Self Evaluation (Individuals); Simulation; Skill Development; *Traffic Safety

A study examined the effectiveness of a new computer-based multiphasic approach to identifying "at-risk" older drivers and remediating deficits in their driving and traffic safety attitudes, knowledge, and skills. Data collected from 250 older drivers in 3 states were used to develop specifications for computer-based driver improvement modules. The effectiveness of the new program, which links the Older Driver Self-Assessment Inventory (ODSAI), Older Driver Improvement Program (ODIP) and Older Driver Simulation Program (ODSP), was assessed in a study involving control groups and pretests/posttests. The study established that, although exposure to the ODSAI resulted in improved attitudes regarding driving and traffic safety and exposure to the ODIP resulted in increased knowledge of driving and traffic safety, exposure to the ODSP alone resulted in little change in driving and traffic safety skills. The multiphasic approach incorporating all three components to determine why the supply of ME teachers continues to exceed the demand. (Ten references are included. Appended are a list of ME teacher preparation programs and the supply and demand survey cover letters and questionnaires.) (MN)

ED 371 146 CE 066 560

Ruhland, Sheila K.; King, Binky M.
Tech Prep Model for Marketing Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Associate Degrees; Community Colleges; Employment Projections; High Schools; *Hospitality Occupations; *Labor Needs; *Marketing; *Models; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Missouri; *Tech Prep

A project was conducted to develop two tech prep models for marketing education (ME) in Missouri to provide a sequence of courses for skill-enhanced and time-shortened programs. First, labor market trends, employment growth projections, and business and industry labor needs in Missouri were researched and analyzed. The analysis results were used to develop two models for community college associate degree programs in ME with an emphasis on hospitality management. Both models include training in marketing information management systems and marketing management, as well as hospitality management training with a lodging, restaurant, or travel emphasis. The skill-enhanced program model was designed to enable secondary students interested in pursuing postsecondary education to acquire additional competencies and advanced skills sought by employers in hospitality management graduates. The time-shortened program model was designed to provide secondary students with up to 18 hours of dual credit in appropriate vocational courses to fulfill community college associate degree requirements. (Included in this document are a project overview, Missouri labor market analysis results, an ME tech prep program rationale, the skill-enhanced and time-shortened ME tech prep program models, Contains 10 references.) (MN)

ED 371 147 CE 066 584

Pomeroy, Robert W., III
Introduction to Financial Projection Models. Business Management Instructional Software.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Business Administration; Business Administration Education; Computer Assisted Instruction; *Computer Oriented Programs; Instructional Materials; Learning Activities; Models; *Money Management; *Spreadsheets; Teaching Guides
IDENTIFIERS- *Financial Planning

Differences; *Aging (Individuals); Career Choice; Career Development; Citizen Participation; *Cognitive Development; Cognitive Processes; Creativity; Death; *Developmental Stages; Employment; Family Relationship; Health; Health Services; Helping Relationship; Higher Education; Intelligence; Interpersonal Relationship; Learning Theories; Marriage; Memory; Mental Health; Parent Child Relationship; *Personality Development; Personality Theories; Psychological Studies; Psychopathology; Psychotherapy; Research Methodology; Retirement; Statistical Analysis

This textbook is designed to introduce undergraduates to the scientific study of aging in adults. Among the topics covered in the book's 15 chapters are: approaches to the study of adult development and aging (research methodology and related issues, a life-span perspective, ethical issues); theories in the study of adult development (models of development); changes in physical functioning throughout adulthood (changes in physical appearance, aging of major organs, longevity); health and health care throughout adulthood (general influences of physical health, health changes, health care); basic cognitive processes (age-related changes in sensation and perception, basic cognitive functioning, interventions); intelligence, wisdom, and creativity (views and psychometric studies of adult intelligence); learning and memory throughout adulthood (age differences in memory performance, education throughout adulthood); personality change and stability (personality measurement and psychometric research; psychopathology and psychotherapy: mental health problems in old age; love and marriage throughout adulthood; relationships between generations: affection and interaction; and death and dying. Each chapter includes a summary, list of key terms, and suggestions for further reading. Appended is information on statistical tools commonly used in development research. The bibliography lists 1,072 references. (MN)

ED 371 166   CE 066 636

Hobbs, Tony, Ed.
Experiential Training: Practical Guidelines.
PUB DATE- 92
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Communication Skills; *Death; *Emotional Adjustment; Emotional Experience; *Experiential Learning; Sex Education; *Sexuality; *Stress Management; Training Methods; *Workshops
IDENTIFIERS- *Participatory Curriculum

This book examines the use of an experiential (participative) learning approach in training people in areas that are particularly emotionally challenging. Each of the nine articles focuses on the design and conduct of workshops in which the principles of experiential learning are used to help trainees acquire knowledge related to and cope with such life issues as sexuality, stress, communication problems, and death and dying. The following articles are included: "Experiential Learning in Workshops" (Woolfe); "Coping with Stress" (Woolfe); "Stress at Work: A Workshop" (Murgatroyd); "Skills of Communication and Counselling" (Hobbs); "Training Student Health Visitors in Helping Skills" (Rhys); "An Introduction to Working with Sexuality" (Pates); "Coping with Death: Workshops for Those Helping with the Dying and Bereaved" (Shooter); "Evaluating Change and Development through Workshops" (Murgatroyd); and

An Analysis of the Impact on Production Outcomes Using a Team Based Approach in Vocational Rehabilitation.
PUB DATE- 1 Mar 94
NOTE- 42p.; Master's paper, University of Alaska.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adults; Job Development; Job Placement; *Management Teams; Morale; Organizational Development; Participative Decision Making; Productivity; *Program Effectiveness; *Quality of Working Life; State Agencies; *Teamwork; *Vocational Rehabilitation; *Work Environment
IDENTIFIERS- *Alaska

A study examined the impact of work teams on production, quality, and morale within the State of Alaska Division of Vocational Rehabilitation, using data from fiscal years 1992 and 1993 when a change from a hierarchical organization to a team-based approach took place in the agency. Production was defined as the percentage of placements achieved by the Anchorage area in comparison to the rest of the state. Quality was measured using the Case Review System Two, an accepted national model, to evaluate the quality of the work. Morale was evaluated through an interview process with 25 of the 26 individuals comprising the 8 teams; participants were asked if morale had improved or declined as a result of teamwork. To assess the impact of team work on the organization, it was necessary to determine if real teams had developed or if individuals were working with on-paper-only teams. Administration of the Hoevermeyer team effectiveness survey showed that five of the eight teams were effective teams and that the teams with higher effectiveness ratings accounted for higher percentages of the placements. The study concluded that the team model has had an impact on the quality of work and the morale of the employees. It is still too early to determine if production is affected as the average placement takes 2 years from eligibility and the model has been in place only 1 year. Based on the interviews, the study made five recommendations for improvements in the implementation of the team concept. (Contains 29 references.) (KC)

ED 371 185   CE 066 658

Graves, Pat R., Ed.; And Others
Business Education Index 1993. Index of Business Education Articles and Research Studies Complied from a Selected List of Periodicals and Yearbooks Published during the Year 1993.
PUB DATE- 93
NOTE- 155p.; For the 1992 index, see ED 359 336.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - General (130),Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); *Business Administration Education; *Business Education; Citations (References); Communication Skills; Curriculum; Educational Legislation; Educational Research; Marketing; Microcomputers; Minority Groups; *Office Occupations Education; Postsecondary Education; Professional Development; Research Methodology; Research Reports; School Guidance; Secondary Education; Special Needs Students; *Teacher Education; Teaching Methods; Typewriting; Word Processing

This publication contains approximately 3,800 entries on business education topics indexed from business education publications and those related to business education. Priority in indexing was given to journals that are essential to research and process that included input from seven industry groups of diverse size and profile. (MN)

ED 371 203 CE 066 692

Lovelace, Bill E.; Teddlie, Jessie
SCANS Occupational Profile Handbook for Electrical Engineering Technicians.
SPONS. AGENCY- Electronics Industry Foundation, Washington, DC.; Tri-Agency Partnership, Austin, TX.
PUB DATE- Jun 94
NOTE- 578p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Electricity; Electronics; *Electronic Technicians; *Engineering Technicians; Job Analysis; *Job Skills; Postsecondary Education; Secondary Education; *Skill Development; Standards; Technical Education; *Technical Occupations
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills; *Texas

This handbook provides a description of the national and Texas initiatives for building a world-class competitive work force using education and training programs that are driven by industry via the National Skills Standards, SCANS (the Secretary of Labor's Commission on Achieving Necessary Skills), and the Texas Skill Standards and Certification Projects. It was developed as part of the Education 2000 initiative to make the U.S. work force competitive in a world economy by upgrading basic and technical skills. The handbook describes the procedures for the development and the potential uses of a SCANS Occupational Profile. The handbook also presents other occupational profiles for electrical engineering technicians that will be of value in restructuring and enhancing the technical curriculum through the integration or inclusion of the SCANS skills and the National Skill Standards into existing technical curricula. Each of the occupational profiles contains task analysis sheets that include the following: occupation, duty area, competency, technology performance skills (tasks), tools and equipment needed, communication skills, mathematics skills, reasoning skills, and SCANS resources, information, and skills required. (KC)

ED 371 204 CE 066 693

Riley, Linda L.
DPI Equity Leadership Project--Phase III. Final Report.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 94
NOTE- 162p.; For related documents, see ED 359 357 and ED 362 737.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Leadership Training; Program Effectiveness; Program Implementation; Secondary Education; *Sex Fairness; *Staff Development; *State Programs; *Technical Assistance; *Vocational Education
IDENTIFIERS- *Wisconsin

During its third phase in 1993-94, the Wisconsin Department of were the following: (1) U.S. colleges and universities have greatly diminished their capacity to prepare teachers for vocational and technical education programs, enrollments in teacher education have declined, and large numbers of programs have been eliminated; (2) many programs were and are now single-subject, one-teacher educator programs often attached to a department that is not primarily engaged in training teachers, and producing few teachers; (3) some evidence shows that vocational teacher education programs that are included in the same department with other teacher education programs are better funded and more stable than programs attached to other schools than education; (4) vocational teacher education programs in state-supported, land-grant universities affiliated with the University Council on Vocational Education have recently experienced enrollment growth and increased support; (5) there probably will not be a shortage of vocational education teachers as a result of program cuts, although there may be a shortage of teachers trained in technology; and (6) no clearly focused conceptual framework for vocational teacher education exists in U.S. colleges and universities. (Contains 25 references.) (KC)

ED 371 222   CE 066 741

Fraser, T. M.; Pityn, P. J.
Work, Productivity, and Human Performance: Practical Case Studies in Ergonomics, Human Factors and Human Engineering.
PUB DATE- 94
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Biomechanics; *Disabilities; Guidelines; *Human Factors Engineering; Man Machine Systems; *Occupational Safety and Health; *Problem Solving; *Work Environment

This book contains 12 case histories, each based on a real-life problem, that show how a manager can use common sense, knowledge, and interpersonal skills to solve problems in human performance at work. Each case study describes a worker's problem and provides background information and an assignment; solutions are suggested. The following cases are included: the Handicapped Meat Processor; the Damaged Dry Goods; the Scrubber's Scourge; the Annealer's Anathema; the Railroaders' Roster; the Frustrated Freighter; the Litigious Lab Tech; the Surly Supervisor; the Seated Sorter; the Small Tool Telephone Trauma; the Haitian Handsaw; and the Sullen Secretaries. Four appendixes provide information on the following: anthropometry; anthropometric estimates for U.S. adults; National Institute of Occupational Safety and Health lifting guidelines; and Snook and Ciriello lifting guidelines. A selected bibliography lists seven books and four journals. (KC)

ED 371 223   CE 066 746

Leader, Phil; And Others
Tips from Teachers: Ideas that Work.
PUB DATE- Mar 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Classroom Techniques;

NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Adult Basic Education; *Adult Literacy; Adult Reading Programs; Adult Students; Aptitude Tests; Informal Reading Inventories; *Literacy Education; *Reading Ability; *Reading Achievement; Reading Diagnosis; *Reading Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- Adult Performance Level; Armed Forces Qualification Test; Armed Services Vocational Aptitude Battery; Army Alpha Examination; Army Beta Examination; Army General Classification Test; Harris Survey Questions; National Adult Literacy Survey (NCES); Young Adult Literacy Assessment (NAEP)

This compendium of statistical data on adult literacy assessments spanning a 75-year period is designed to serve as a concise and comprehensive reference source for policymakers, practitioners, and researchers. The introduction provides a theoretical framework for interpreting the assessments described. Summarized in Part 1 are major military and civilian assessments of adult intelligence, aptitude, and literacy, including the following: World War I Alpha and Beta tests for illiterate persons, World War II Army General Classification Test, Armed Forces Qualification Test, Armed Services Vocational Aptitude Battery, Harris surveys of adults' skills in completing various government forms, Adult Performance Level study, Young Adult Literacy Survey, and National Adult Literacy Survey. Part 2 summarizes studies of the assessment of adults' listening and reading skills, intergenerational transfer of literacy from adults to their children, and relationships of literacy to occupations and job performance. Part 3 has three sections: a summary of data on changes in literacy skills in adult literacy programs in California, Illinois, and New York; reading gain score data from various programs around the nation; and data on longitudinal changes in adults literacy skills as a function of participation in adult literacy programs for up to 3 years. The compendium includes 106 tables/figures. (MN)

ED 371 242 CG 025 237

Hoyt, Kenneth B.
Career Education and Transition from Schooling to Employment.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; Career Development; *Career Education; Community Colleges; *Education Work Relationship; *Employer Attitudes; Employment Potential; High School Graduates; High Schools; Job Skills; *Job Training; Noncollege Bound Students; Postsecondary Education; Vocational Education; Work Attitudes; *Work Experience Programs

Given today's emerging information-oriented high tech occupational society, fundamental changes are needed in both the educational system and in the occupational society itself to help persons make the transition from schooling to employment. The new concept of "transition from schooling to employment" is one that recognizes: (1) the reality and importance of both paid and unpaid work; (2) the classroom as a workplace; (3) the student as a worker; and (4) the teacher as counselors showed more nurturing, affiliation, anxiety, and conformity tendencies. Some studies have found counselors and educators to be more similar than different in their perceptions of students, interpersonal values, and reactions to frustrations. A statistical analysis of the data obtained from this study group showed that there were distinguishing personality traits shown by counseling students as compared to the other group. It indicated that counselors more than administrators tended to feel it was a greater compliment to be called "a person of real feeling" rather than "a consistently reasonable person." It therefore confirmed the existing evidence that counselors do have distinct personality traits. However, more study on the outstanding personality traits of education/administration students needs to be done before conducting any further comparative studies. (CC)

ED 371 261 CG 025 439

Wallisch, Lynn S.
Substance Use among Youth Entering Texas Youth Commission Reception Facilities in 1989. Second Report: Substance Use and Crime.
PUB DATE- Sep 92
NOTE- 93p.; For the first report, see ED 370 021.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Crime; Criminals; *Delinquency; Drinking; *Drug Abuse; Elementary Secondary Education; Illegal Drug Use; *Substance Abuse; Youth Problems
IDENTIFIERS- *Texas

This report presents descriptive information gathered from interviews with 945 youth aged 10-17 entering Texas Youth Commission (TYC) facilities in 1989 and focuses on both the criminal careers of the youth and the relationship between delinquency and substance use. Eighty-one percent of TYC youth reported illicit substance use with a median age of first use between the ages of twelve and thirteen. To analyze the delinquent careers of the youth, researchers interviewed them about their history of delinquent behavior. TYC youth were then classified into four groups based on their reported substance use habits over the previous year: (1) non-heavy substance users; (2) heavy users of alcohol only; (3) heavy users of illicit drugs only; and (4) heavy users of both alcohol and other drugs. The authors then drew comparisons between heavy users and non-heavy-users on such factors as early delinquency, criminal patterns, rates of illegal income, and gang participation. Youth were ranked by their pattern of crime and these crime patterns, or clusters, were associated with different kinds of substance use and sociodemographic characteristics. Finally, the relationship between crime and substance use was addressed with several hypotheses on how drugs and delinquency are related. (RJM)

ED 371 262 CG 025 464

Krajewski-Jaime, Elvia R.; And Others
Developing Cultural Competence in Human Service Providers.
PUB DATE- 93
NOTE- 18p.; Paper presented at the Eastern Michigan University Conference on Languages and Communications for World Business and the Professions (Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Theories; Educational Research; Higher Education; *Psychological Studies; Psychologists; Skill Development; Theory Practice Relationship; Therapists; *Training Methods
IDENTIFIERS- *Theoretical Orientation

This paper addresses whether theoretical skills, meaning skills in evaluating and improving existing theories and in creating new theories, should be taught in psychology programs. Three questions are posed: (1) Should theoretical skills be taught at all?; (2) How are theoretical skills best taught?; and (3) Which theoretical skills should be taught? In answering the first question, it is conceded that all psychologists employ theory in their work and so theoretical skills should be taught. For the second question, the current pedagogical difference between teaching theoretical skills and research skills is endorsed. While there seems to be no need for classes devoted solely to theory skills, it is suggested that curriculums be sprinkled with the demonstration and practice of such skills and that there should be more emphasis on the difference between declarative knowledge and skills. On the question of which theoretical skills should be taught there are two sources of dissatisfaction: one concerns overall neglect of these skills and the other concerns which skills are being taught. However, the paper claims that schools already teach theoretical skills and this instruction has been at the center of North American psychology curriculums for decades. (RJM)

ED 371 281   CG 025 512

Maizel, Dorothy
Personal Adjustment of Puerto Rican Adolescents.
PUB DATE- 93
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; At Risk Persons; *Emotional Adjustment; High Schools; Hispanic Americans; Junior High Schools; Nuclear Family; *One Parent Family; Parent Attitudes; Parent Child Relationship; *Parenting Skills; *Puerto Rican Culture; *Puerto Ricans
IDENTIFIERS- New York (Brooklyn); New York City Board of Education

Puerto Rican children and adolescents appear more at risk for below average school achievement and for mental health problems and service referrals than other Hispanic youngsters. This study examined the cognitive style and the emotional and behavioral patterns associated with the personal adjustment of 80 Puerto Rican adolescents from single-parent and dual-parent homes in Brooklyn, New York. Forty youths were from female-headed, single-parent homes and 40 were dual-parent families. To compare the adolescents' personal adjustment, questionnaires and self-reports measuring attribution style, depressive symptomatology, competent behaviors, and problem behaviors were completed by the participants. The mothers of the 80 adolescents also completed questionnaires but the self reports were completed as the mothers believed their sons or daughters would have completed them. Adolescents from the single-parent families reported more external problem behaviors than adolescents from dual-parent families. Puerto Rican male books) formats. Subjects were observed in their homes for 10 readings each, during which the dyads read a series of presented texts. The children's ability to identify words from the texts read and their comprehension of a standardized receptive vocabulary list were measured. Mothers talked more than children in all contexts; furthermore, different forms of talk were observed around the different text formats. Correlational and sequential analyses indicated that children's word recall was best predicted by responsive maternal strategies, such as encouraging children to talk about the text, and children's modeling of maternal strategies. (Contains 36 references and 5 tables of data. An appendix of data is attached.) (RS)

ED 371 301   CS 011 730

The Middle Grades Reading Network: Building a Community of Readers.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; *Reading Improvement; *Reading Programs; *Recreational Reading; Student Motivation
IDENTIFIERS- *Middle Grades Reading Network IN

Noting that Indiana is poised to take active steps toward becoming a community of readers for its young adolescent citizens, this pamphlet discusses the foundations laid by the Middle Grades Reading Improvement program and plans for the Middle Grade Reading Network. The pamphlet discusses: how Indiana's schools have "failed" young adolescents; an "ideal" vision of a school and community that supports all adolescents to develop their full potential as readers; the breadth of activities of the 10 projects that comprise the Middle Grades Reading Improvement program; the role of the Middle Grades Reading Network in realizing the vision of building a community of readers. (RS)

ED 371 302   CS 011 731

The Best of the Network 1993.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Independent Reading; Intermediate Grades; Junior High Schools; *Middle Schools; Multicultural Education; Program Descriptions; Program Effectiveness; *Reading Programs; *Recreational Reading
IDENTIFIERS- *Indiana; Middle School Students; *Reading Motivation

This booklet presents descriptions of 19 reading programs that encourage Indiana middle-grade students to read. The programs described in the booklet were part of the Middle Grades Reading Network and were funded with competitive $5000 "minigrants." Essays (descriptions of the reading programs) in the booklet are: "Building a Community of Readers: Reading, Sharing, and Learning" (Susan Nowlin and Helen Holingsworth); "Reading Is

The Effect of Cooperative Learning, Cross Age Tutoring and Self-Esteem Enhancing Strategies on Student Behavior and Reading Achievement.
PUB DATE- 26 Apr 94
NOTE- 86p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Cooperative Learning; *Cross Age Teaching; Elementary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Research; *Self Esteem; Socialization; *Writing Instruction
IDENTIFIERS- Illinois

A program was developed for improving the social skills and reading levels of 29 elementary grade students in a low- to middle-class manufacturing community located in an urban area in northern Illinois. The problem was originally noted by the amount of teacher time spent correcting behavior and the low reading levels of students as evidenced by standardized reading test scores. Administration of a behavior checklist and a parent questionnaire confirmed the problem and described its extent. Analysis of probable cause data indicated that low levels of self-esteem were an underlying factor in academic achievement and poor student behavior. Solution strategies suggested by an examination of the professional literature, combined with the analysis of the problem setting, resulted in the selection of three major categories of intervention: (1) strategies to increase self-esteem; (2) implementation of cooperative learning strategies; and (3) establishment of a cross-age tutoring program. All strategic solutions were related to curricular revisions and altered teaching practices. All symptoms of the original problem were reduced as projected: students' reading scores improved and the amount of positive student behavior increased. (Contains 20 references, 8 tables, and 2 figures of data. A total of 12 appendixes presenting recording forms, checklists, the Piers-Harris Children's Self-Concept Scale, and six activities are attached.) (Author/RS)

ED 371 323 CS 011 752

Felsenthal, Helen
Factors Affecting Reading Achievement: An Annotated Bibliography.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 78
NOTE- 19p.; For a companion study, see ED 177 534. Best available copy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Beginning Reading; *Classroom Research; Elementary Education; *Reading Achievement; Reading Comprehension; *Reading Instruction; *Reading Research; Teacher Behavior

This 24-item annotated bibliography discusses factors affecting reading achievement, including classroom management techniques, reading instruction, reading comprehension, teacher behavior, and beginning reading. The books, journal articles, and research reports in the annotated bibliography were published between 1963 and 1977. (RS)

ED 371 324 CS 011 753

Reinking, David
Electronic Literacy. Perspectives in Reading Research No. 4.

ED 371 343 CS 011 773

Guthrie, John T.; And Others
Measuring Reading Activity: An Inventory. Instructional Resource No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Evaluation Methods; *Reading Ability; *Reading Achievement; Reading Tests; Test Reliability
IDENTIFIERS- Reading Activity Inventory; *Reading Behavior

Noting that the amount of reading students do is related to their reading achievement, this booklet presents an instrument designed to measure the amount and breadth of students' reading in and out of school. The first part of the booklet discusses the Reading Activity Inventory (RAI) and how it differs from other reading activity measures, uses of the RAI, and the reliability of the instrument. The second part of the booklet discusses administration and scoring of the RAI and presents the instrument itself. Contains five references. (RS)

ED 371 344 CS 011 774

Data Compendium for the NAEP 1992 Reading Assessment of the Nation and the States.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 586p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Family Life; Professional Development; *Reading Ability; *Reading Achievement; Reading Attitudes; Reading Diagnosis; Reading Instruction; Reading Research; *Reading Tests
IDENTIFIERS- *National Assessment of Educational Progress; Reading Behavior

This compendium presents the extensive range of data (including nearly 300 tables and 11 figures of data) collected in the National Assessment of Educational Progress' (NAEP's) 1992 Reading Assessment. Chapters 1 and 2 of the compendium present the data in the context of the National Assessment Governing Board achievement levels, showing what students should be able to do at each of three levels: Basic, Proficient, and Advanced. Chapters 3 and 4 present the data in the context of the three purposes for reading--reading for literary experience, reading to gain information, and reading to perform a task. Chapter 5 presents examples of the regular and extended constructed-response questions used. Chapters 6 through 11 contain data related to the background questionnaires presented to students, teachers, and school administrators and discuss students' reading behaviors and attitudes, school and classroom characteristics, methods of reading instruction, teachers' reports of their professional development, students' attitudes towards the assessment itself, and characteristics of students' home life. Appendix A explains the procedure for anchoring the achievement levels in depth, presents examples of questions, to--but rather in its difference from--the discourse of most of the professionally-oriented departments. Scholars in fields as diverse as composition and engineering ascribe profoundly different meanings to "academic discourse." A composition instructor's work in writing across the curriculum showed her, often in embarrassing ways, that she was training her students in first-year composition to do nothing more than write papers for her particular class. In questions like plagiarism and fair use and attributions, the differences among disciplines are profound, since they touch on questions of value and ethics which reveal contradictory assumptions about the nature of knowledge. The compromises composition instructors make or are asked to make to accommodate the teaching of composition to the needs of other disciplines are uneasy (and perhaps unethical), which may explain the tension that often emerges in first year composition. Until composition instructors admit that what they do is useless to professional training as, for instance, the study of literature, they will be harnessed to the team of "academic discourse" and will be judged by their students' performance at modes of discourse that they do not privilege, teach, or fully understand. (Contains four notes.) (RS)

ED 371 363   CS 214 367

Barbieri, Maureen, Ed.; Rief, Linda, Ed.
Workshop 6 by and for Teachers: The Teacher as Writer.
PUB DATE- 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Poetry; *Teacher Student Relationship; *Writing (Composition); *Writing Processes
IDENTIFIERS- *Teacher Writing; Writing Contexts

A testament to the belief that K-12 teachers should be writers, this book invites readers into the classrooms and minds of teachers who write. The fiction, poetry, personal essays, and two teacher interviews celebrate the power of writing and invite teachers to become more seriously involved in writing for themselves. The classrooms described in the book are enlivened by teachers sharing their emerging drafts with students, and building a community of writers dedicated to craft. The poems, personal essays, and short fiction in the book are: (1) "Voice" (Mary Mercer Krogness); (2) "Teachers Writing, Writers Teaching: Serving Two Passions" (Michael Steinberg); (3) "Writer as Teacher: Lessons from Bette Greene" (Maureen Barbieri); (4) "How Infinite in Poetries: Celebrating Ourselves as Teachers" (Mary Pierce Brosmer); (5) "A Teacher Writes to Find Her Way" (Sharon Lauer Miller); (6) "Sweet Summer Preserves: Writing All Year Long" (Lisa Siemens); (7) "The Amusement Park" (Lawrence Sipe); (8) "Dakota Grain: Writing a Multi-Genre Paper" (Linda Cunningham); (9) "Delivering Milk with Father" (William Johnson); (10) "Engaged in Learning: An Interview with Susan Benedict" (Marci Howell); (11) "A Winter's Dusk, A Child's Voice" (Patricia McDonald-O'Brien); (12) "Homeward" (Ellen Rennard); (13) "W-O-U-N-D as in Gunshot" (Jacqueline Murphy); (14) "Eleven is too Young to Die" (Lisa Noble); (15) "Receiving a River" (Richard L. Havenga); (16) "Words: An Expression of Order" (Kerry Ridolfi); and (17) "Writing for Life: Teacher and Students" (Linda Rief). A call for manuscripts for the seventh book in the "Workshop" series and a description of the first five books in the series are attached. (RS) differences due to handwriting position in reading or math achievement, and no gender differences in eye dominance or handwriting position. Findings question previous assumption that handwriting positions form developmentally. Findings suggest that teachers must realize that all children do not need to hold their writing tools in the same manner. (Contains 19 references, 6 tables, and 3 charts of data.) (RS)

ED 371 383 CS 214 387

Gould, Christopher
Effective Communication in the Autobiographical Narratives of Two Women.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Blacks; College Students; Comparative Analysis; *Diaries; Females; Higher Education; *Literacy; Personal Narratives; Self Concept; Writing Instruction
IDENTIFIERS- African Americans; *Authorship; *Author Text Relationship; Composition Theory

For a composition teacher--comparing a passage from his Caucasian grandmother's (May Blossom Gould's) diary with the autobiographical narrative dictated by an African-American student's great-great grandmother (Violet McNeil) to a literate member of her family--racial politics and the privileges afforded by literacy irrevocably separate the two narratives. The similarities between these two narratives are that both women lived a hundred years or so and both viewed the world devoutly through the lenses of Protestant theology and thus regarded life as a struggle that culminated in triumph. Additionally, each woman constructed an identity through narrative and was eager to preserve it in writing. The occasion for Mrs. Gould's narrative was her trip from New York to New Orleans. Mrs. Gould's diary should be read as the writer's effort to negotiate among her various roles and identities. Some theorists have begun to view writing as a form of "identity negotiation." This suggests, for example, that much of what happens in a first-year composition course is a sorting out of overlapping, sometimes conflicting roles. Mrs. McNeil's text exhibits a more or less univocal resistance to an identity mediated by a dominant white male culture, yet her autobiographical narrative is itself mediated by the literate family member who recorded it. Certainly, Mrs. Gould's race, as well as her scribal literacy, allowed her to engage in a more far-reaching type of self-creation than Violet McNeil. (Excerpts of both narratives are attached.) (SAM)

ED 371 384 CS 214 388

Dubinsky, Jim
From Fear of Parsing to Teaching To Parse: A Study of Transformations in a Course on Grammar.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).

Partridge, Susan
Multicultural Education Discussed.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Cooperative Learning; *Curriculum Development; Educational Change; Elementary Secondary Education; Equal Education; Ethnic Relations; Interpersonal Communication; *Multicultural Education; Peer Teaching; Teacher Behavior
IDENTIFIERS- Cultural Sensitivity

Designing multicultural curricula to the satisfaction of those concerned is a Herculean task, but, with equality in mind, it is worth educators' effort. Christine Sleeter has discussed five views of multicultural education: (1) teaching those exceptional and culturally different; (2) the human relations approach; (3) single-group studies; (4) the multicultural approach; and (5) the social reconstructionist approach. Articles appearing in reputable educational periodicals indicate that considerable thought is being given to designing a multicultural program that is truly multicultural. Cooperative learning and peer teaching have been receiving considerable support as effective learning techniques. It was observed through decades of educational work that people of various ethnic groups have been respected and honored in schools, and teachers have been understanding of the needs of their students who were of various ethnic groups. Throughout the decades, respect for the various ethnic groups is a widespread and complex problem, as some groups "hate" each other. Throughout decades, witness has been borne to the failure of many innovative programs because the innovation was not gradual. Implications include: (1) encourage educators to be the chief designers of multicultural programs; (2) consider alternatives to tracking as a possible means of providing greater equality for all; (3) emphasize common humanity of all people, not their differences; (4) make inservice help readily available; (5) implement well-thought-out programs gradually; and (6) develop students' listening skills to help them to be more tolerant. (Contains 10 references.) (RS)

ED 371 404   CS 508 583

Ostermeier, Terry H.
Differences in Meanings for Nonverbal Cues and Ease/Difficulty in Intercultural Listening.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Annual Meeting of the International Listening Association Convention (Boston, MA, March 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Problems; Communication Research; Cultural Differences; Higher Education; *Intercultural Communication; Interviews; Listening; *Nonverbal Communication; Questionnaires; *Student Attitudes; Student Reaction

A study investigated the listening experiences of American university students who interviewed people from other cultures

ED 371 423 CS 508 602

Fowler, Carol A., Ed.
Status Report on Speech Research, April-June 1993. SR-114.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 93
NOTE- 192p.; For the January-March 1993 report, see ED 366 020.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Chinese; Communication Research; Elementary Secondary Education; Higher Education; Infants; *Language Acquisition; Language Research; Listening Skills; Literacy; Music; *Speech Communication; Thai; Word Recognition
IDENTIFIERS- Speech Research

One of a series of quarterly reports, this publication contains 11 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles in the publication are: "Evidence of Flexible Coding in Visual Word Recognition" (Kenneth R. Pugh and others); "Horizontal and Vertical Views of Chinese Psycholinguistics" (Ignatius G. Mattingly); "Learning to Perceive the Sound Pattern of English" (Catherine T. Best); "The Perceptual Infrastructure of Early Phonological Development" (Alice Faber and Catherine Best); "The Stability of Distinctive Vowel Length in Thai" (Arthur S. Abramson); "Calibration, Validation, and Hardware-Software Modifications to the Carstens EMMA System" (Peter J. Alfonso and others); "Morphological Analysis and the Acquisition of Morphology and Syntax in Specifically-Language-Impaired Children" (Karen M. Smith-Lock); "Hemispheric Asymmetries in Adults' Perception of Infant Emotional Expressions" (Catherine T. Best and others); "On Determining the Basic Tempo of an Expressive Music Performance" (Bruno H. Repp); "Musical Motion: Some Historical and Contemporary Perspectives" (Bruno H. Repp); and "A Review of P. Downing, S. D. Lima, & M. Noonan (Eds.), 'The Linguistics of Literacy'" (Ignatius G. Mattingly). (RS)

ED 371 424 CS 508 603

Echle, Joe
"Acting Out" in the Classroom: Improvisation in the Curriculum.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Communication Skills; *Grade 9; *Improvisation; Junior High Schools; Literature Appreciation; Role Playing; *Writing Assignments; *Writing Processes; Writing Strategies

Getting students to react to literature and write more than a good "topic" sentence is a perennial dilemma for teachers. A course at the Bread Loaf School of English, Middlebury College, Vermont, that incorporated improvisation with the writing process used role playing to solve real life situations, physical and verbal warm-up exercises to prepare for writing topics and assignments, and, (in nonverbal improvised scenes) setting, character and storyline were shown to the class or audience through physical interaction and movement. Through

Responsibility
IDENTIFIERS- *Canada

Poverty is one of the most important influences on educational attainment in Canada. Using Statistics Canada definitions, the overall poverty rate in Canada in 1991 was 16 percent; 4.2 million people fell below low income thresholds, and most poor families fell well below the cutoff ($21,000 for an urban family of four). The most notable change in Canada's poor population has been the drop in the number of poor seniors and the concomitant rise in the proportion of poor families and especially women and children. Poverty rates in Canada have remained relatively high despite the enormous growth in two-income families. Minimum wage rates have fallen steadily in real terms over the past decade, and (poor) single-parent families are on the rise. Although the impact of poverty is widely recognized by educators, schools have not invested significant resources in dealing with poverty effectively. Schools cannot by themselves solve problems of poverty, nor should they be held responsible for poverty. At the same time, research indicates that schools can help by improving instruction, providing more preschool education, and forging stronger links with families and communities. Commitment and imagination are needed to take the necessary steps. (Contains a brief abstract and 57 references.) (MLH)

ED 371 444 EA 025 814

Nelson, Jorge O.
School System Simulation: An Effective Model for Educational Leaders.
PUB DATE- Nov 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Effectiveness; *Computer Simulation; *Decision Making; Elementary Secondary Education; Models; *Problem Solving; *School Administration; *Systems Approach

This study reviews the literature regarding the theoretical rationale for creating a computer-based school system simulation for educational leaders' use in problem solving and decision making. Like all social systems, educational systems are so complex that individuals are hard-pressed to consider all interrelated parts as a totality. A potentially powerful tool for understanding system totality is computer simulation, which combines theory, experiment, chaos, and compressed time and space in a microenvironment. Schools face many invisible, seemingly insoluble problems that are best viewed from a systems perspective. Using school simulation, educators can ask "what if" questions without getting into hot water politically, or creating nonintuitive outcomes. Researchers can test and analyze data and pre-pilot projects before spending time and money on research projects. Leadership training programs can use simulations to provide problem-based learning or hands-on experiences for future administrators. School systems simulation promises to help school leaders clarify complex problems, develop a common language for discussing possible solutions, show complex interrelationships among problems, pretest solutions, and develop successful reflexive and reflective types of behaviors. High-fidelity, computer-based after submission and dealing with the outcome, and chapter 13 describes the principal's changing role in administering grant funds. The book contains decision matrixes, a spreadsheet, checklists for each chapter, 73 figures, and an annotated bibliography of grant resources. (LMI)

ED 371 463 EA 025 904

Gensheimer, Cynthia Francis
Raising Funds for Your Child's School: Over Sixty Great Ideas for Parents and Teachers.
PUB DATE- Dec 93
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Support; Donors; *Educational Finance; Elementary Education; *Financial Support; *Fund Raising; *School Funds; *School Support

This handbook is designed to share successful, creative ideas and proven methods for fund raising at the elementary school level. Suggestions are based on the author's personal experience as a PTA fund raiser and on interviews conducted nationwide with people involved in fund raising. Following the acknowledgements and preface, the introduction offers tips for getting started. Chapter 1 describes how to organize athletic marathons, such as walkathons, jogathons, and field days. The subsequent chapters offer planning guidelines for the following activities: academic marathons, book fairs, clothesline sales, merchandise sales, auctions, fun fairs, and food and entertainment events. The final chapter explores ways to solicit contributions from the school community, including parents, alumni, business, and neighbors. Sample worksheets, publicity forms, letters, posters, and announcements are included. (LMI)

ED 371 464 EA 025 906

Harman, Grant, Ed.; And Others
Restructuring School Management: Administrative Reorganisation of Public School Governance in Australia.
PUB DATE- 91
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Case Studies; Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; *Governance; *Public Schools; *School Organization; *School Restructuring
IDENTIFIERS- *Australia

This book provides an account of the major administrative restructuring and organization that has occurred in Australian public school systems over the past decade. Section 1 provides a discussion of the Australian restructuring efforts in an international context. Chapters in this section include the following: (1) "The Restructuring of Schools and School Systems: A Comparative Perspective" (Hedley Beare); and (2) "Policy Origins and Policy Games: Site-Based Management in the United States and the United Kingdom" (Frederick M. Wirt). Section 2 focuses on the Australian context of restructuring

O'Reilly, Robert C.; Green, Edward T.
School Law for the 1990s: A Handbook. Greenwood Educators' Reference Collection Series.
PUB DATE- Mar 92
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Boards of Education; Collective Bargaining; Compliance (Legal); *Court Litigation; Disabilities; Educational Finance; Elementary Secondary Education; *Legal Responsibility; Parent Rights; Personnel Policy; School Districts; *School Law; Student Rights

This book combines both the broader and narrower aspects of United States law to provide an extended understanding of the realities in which professionals must perform as employees in elementary and secondary schools. Twelve chapters are based on the authors' administrative experiences and knowledge of school law to lead readers toward an understanding of basic legal principles. Each includes a chapter summary. Chapter 1 presents an overview of the U.S. legal system and explains how to locate cases. Chapter 2 examines the roles and powers of boards of education and school districts. Laws pertaining to parent rights and responsibilities are discussed in chapter 3. Chapter 4 examines legal requirements for personnel certification, contracts, and retirement; and chapter 5 addresses incentives, evaluation, promotion, and grievance procedures. Chapters 6 and 7 describe laws that apply to students and the handicapped population. Equal opportunities and discrimination on the basis of race, gender, age, and disability are examined in chapter 8. Chapters 9 through 12 present information on the following topics: injury and negligence; religion and schools; collective bargaining; and school finance. A glossary, table of cases, and index are included. (LMI)

ED 371 482 EA 025 928

McChesney, Jim
Helping To Raise the Child: College Partnerships Respond to the Growing Needs of Children, Youth, Families, Schools, and Communities.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Agency Cooperation; *College School Cooperation; Cooperative Planning; Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Higher Education; Human Services; *Partnerships in Education; School Community Relationship; *Social Services
IDENTIFIERS- *University of Oregon

This report provides an update of statewide activities in Oregon elementary-secondary education, with a focus on cooperative programs. The first part of the article describes how the College of Education at the University of Oregon acts in partnership to meet the growing needs of children, their families, schools, and communities. Public education in Oregon faces the dual challenges of providing human development services and overcoming ongoing funding constraints. The titled "TECH-REACHes to Technology for Answers" by Saundra Berman, and project administration materials. (JDD)

ED 371 501 EC 303 088

People First: A Reference Guide Regarding Persons with Disabilities. Third Edition (Revised).
SPONS. AGENCY- North Carolina State Council on Developmental Disabilities, Raleigh.
PUB DATE- 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Developmental Disabilities; Federal Legislation; Interpersonal Communication; Language Role; *Language Usage; *Organizations (Groups); Philosophy; State Agencies; State Government; State Legislation; Vocabulary
IDENTIFIERS- *North Carolina

This booklet is a reference guide intended to serve as an introduction to basic terms, services, and supports regarding people with developmental disabilities. The different sections include: (1) a philosophy statement regarding persons with disabilities by the North Carolina Council on Developmental Disabilities; (2) guidelines on using appropriate language when writing or speaking about developmental disabilities; (3) suggestions for interacting with persons having developmental disabilities; (4) a glossary of key concepts related to developmental disabilities; (5) a listing of common acronyms in the field of developmental disabilities; (6) federal and state laws applicable to individuals with developmental disabilities; (7) a listing of state (North Carolina) government agencies which serve persons with developmental disabilities; and (8) a listing of consumer, advocacy, and professional organizations involved with persons having developmental disabilities. (DB)

ED 371 502 EC 303 089

McNair, Jeff, Ed.; Kronick, Nancy, Ed.
Issues in Transition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 48p.; A part of the Transition Specialist Program. For volume two, see EC 303 090.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indians; Cultural Differences; Delivery Systems; *Disabilities; *Education Work Relationship; Federal Legislation; Interpersonal Competence; *Intervention; Job Development; Job Search Methods; Legal Responsibility; Minority Groups; Models; Parent Participation; Secondary Education; *Supported Employment; *Transitional Programs; Vocational Rehabilitation

Six papers address issues in the transition of students with disabilities into the adult world of work. In "Workplace Support," Jeff McNair defines "support," differentiates types of support, and considers various foci of intervention. The second paper titled, "Cross-Cultural Transition: An Exigent Topic for Study" by Nancy Kronick, reviews research on students identified as "at risk," minority individuals with disabilities, the importance of education in successful statements based on what is believed about all learners helps the district or school to create a set of expected outcomes that will affect the entire community. The next step calls for identifying important critical issues to help narrow the topics of concern and focus discussion. Designing implementation strategies involves the following five steps: analyze the language; list key decision makers, stakeholders, and risk takers; infuse gifted/talented into school policies; visualize the desired direction; and enact equitable access to resources. The digest lists reform strategies generated at a gifted leadership conference, focusing on grouping options and outcomes-based education. An inevitable outcome of blending gifted education and school reform is believed to be better schools for all students. (JDD)

ED 371 521   EC 303 108

Kohler, Paula D.; Rusch, Frank R.
Employment of Youths with Disabilities: Outcomes, Activities, and Indicators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 156p.; For selected papers, see EC 303 109-110.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activities; *Disabilities; *Education Work Relationship; *Employment Potential; Federal Aid; Intervention; Models; *Outcomes of Education; *Program Development; Secondary Education; Student Educational Objectives; Systems Approach; Transitional Programs
IDENTIFIERS- Indicators; *Office of Special Educ Rehabilitative Services

Four articles comprise this monograph on interventions which lead to employment of youths with disabilities. Articles are based on investigations and demonstrations sponsored by the Office of Special Education and Rehabilitative Services (OSERS). In "Promoting Employment for Youths in Transition: Outcomes, Activities, and Indicators," Paula D. Kohler and Frank R. Rusch present a model for systems change based on outcomes, activities, and indicators for promoting employment in this population. The article presents an overview of the OSERS investigations leading to the model's development. The second article, "An Analysis of OSERS'-Sponsored Secondary Special Education and Transitional Services Research" (Frank Rusch et al.), contains the findings from an analysis of five federal funding competitions focusing on transition to work or postsecondary education, in an effort to identify quality indicators and outcomes. In a further extension of this line of research, Frank Rusch et al. in "Employment Outcomes and Activities for Youths in Transition," identified 22 outcomes and 65 related activities associated with employment. Of these, OSERS project directors ranked the following as the most important outcomes: utilizing individualized education plans, educating students alongside their nondisabled peers, and documenting progress in employment-related skill areas. Finally, in "School-to-Work Transition: Identification of Employment Related Outcome and Activity Indicators," Paula Kohler and Rank Rusch identify measures to serve as indicators for each outcome and activity identified earlier by project directors. The listing of outcome and activity indicators is appended. Individual papers contain references. (DB) or young adult novels in which either the protagonist or one of the major characters is gifted. Books are classified into six categories: (1) books in which giftedness is described as an innate character of the protagonist, but this fact is not a dominating feature of the character or plot; (2) books in which the characters are who they are because they are gifted, but giftedness itself is not an issue; (3) books in which the protagonist or another important character is gifted and that giftedness is a source of some problem or conflict, but giftedness is not the central focus of the book; (4) books in which the perspective of those not recognized as gifted is offered; (5) books in which giftedness is exaggerated for the sake of humor; and (6) books which explicitly focus on giftedness. The list of books analyzed is attached. (DB)

ED 371 540   EC 303 128

Goguen, Leonard
Does Canada Care for the Gifted Student?
PUB DATE- Sep 92
NOTE- 7p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Gifted; *Government Role; Labeling (of Persons); Mainstreaming; Mathematics Education; Regular and Special Education Relationship; Science Education; Social Integration; Special Needs Students; Trend Analysis
IDENTIFIERS- *Canada

This paper considers the importance of caring for gifted children and identifies specific challenges facing Canada as the country tries to provide caring gifted education. "Caring" is defined and the importance of modeling caring behaviors so that children learn to care for others is stressed. The paper summarizes legislation and policies concerning services to gifted learners in the various provinces. The paper then identifies and discusses specific issues affecting gifted education in Canada, including: (1) the regular education initiative and the implications for gifted education of efforts toward increased integration of students with disabilities; (2) increased focus on math and science; and (3) trends toward a noncategorical perspective on all learners with special needs (especially in British Columbia and Saskatchewan). (DB)

ED 371 541   EC 303 129

Green, Anne
Giftedness in the Regular Classroom.
PUB DATE- Sep 92
NOTE- 7p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Classroom Environment; Delivery Systems; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Gifted; Individual Differences; *Intelligence; *Mainstreaming; Social Integration; Talent Identification
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

specialized programs for the brightest and most capable students, leading to policy conflicts. "Implications of Inclusive Education for Gifted and Talented Children: A Parent's Perspective" (Conna Rankin) makes recommendations for helping underachieving gifted students. "Inclusive Education: Teachers' Perspectives" (Tracey Schaufele and Susan MacDonald) presents the common view of a teacher in an inclusive classroom and a teacher of a self-contained gifted class that gifted students' needs will not be met in inclusive settings. "Inclusive Education--Good for All???" (Debra Chinchilla) contends that ability grouping is necessary for gifted children. (JDD)

ED 371 562 FL 021 939

Fantini, Alvino E.; Enriquez A., Cristina
Living in Spain. A Brief Introduction or Review of the Culture and Language of Spain for Visitors, Students, and Business Travelers. First Edition.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Daily Living Skills; Family Life; *Foreign Countries; Geography; Grammar; Information Sources; *Interpersonal Communication; Language Role; Leisure Time; Pronunciation; Recreational Activities; Second Languages; *Sociocultural Patterns; Time; Travel
IDENTIFIERS- *Spain

The guide offers practical information on various aspects of daily living, including: money; banks; food; restaurants; hotels; tipping; postal and telecommunications services; transportation; shopping; health and medical care; safety and security; electricity; measurement and clothing size conversions; greetings and leave-takings; titles and forms of address; conversational topics; friendship; invitations; personal space and privacy; time; silence and noise; family life; eating customs and meals; manners and dress; leisure and sports; and festivals and celebrations. Suggestions for appropriate behavior and expectations are offered. It also includes basic information about Spain: a historical sketch; a map; facts about major cities; geography; government; economy; education; religion; and arts and crafts. A final chapter addresses use of the Spanish language, and includes a pronunciation guide, basic grammar facts, some useful expressions, and some typically Spanish expressions. A brief bibliography lists additional books about Spain. (MSE)

ED 371 563 FL 021 945

Gaston, Jan
Cultural Awareness Teaching Techniques. Resource Handbook Number 4.
PUB DATE- 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Conflict Resolution; *Cross Cultural Training; *Cultural Awareness; Culture Conflict; Educational Strategies; Empathy; Family (Sociological Unit);

Sibayan, Bonifacio P.; And Others
Teaching and Learning Simplification Strategies in a Philippine Classroom: A Pilot Study.
PUB DATE- 93
NOTE- 40p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; College Students; Developing Nations; Educational Strategies; English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; Language Attitudes; *Language of Instruction; Language Usage; *Learning Strategies; *Second Language Instruction; Second Language Learning; *Tagalog; *Teaching Methods
IDENTIFIERS- Philippines (Manila); *Simplification (Language)

This paper discusses the use of English as the main language of instruction in higher education in many developing nations, and reports on a pilot study of learning and teaching strategies used in Filipino- and English-language classrooms at De La Salle University in Manila, The Philippines. The study examined the "teacher talk" and "student talk" of the two classes to determine the pedagogical strategies employed by teachers and the learning simplification strategies employed by students. Pedagogical simplification strategies in the English-language classroom included explanation, restatement, repetition, provision, correction, summarization, contextualization, questioning, and code-switching. Learning simplification strategies in the English-language classroom included responding, restatement, consulting others, and code-switching. Pedagogical simplification strategies in the Filipino-language classroom included explanation, restatement, repetition, provision, contextualization, questioning, correction, summarization, rhetorical questioning, outlining, going from higher-level question to a lower-level question, translating Filipino terms to more commonly-known English terms, and reminding students of translation. Learning simplification strategies in the Filipino-language classroom included asking for clarification, repetition, recognizing rhetorical questions, reformulating, leaving the response hanging for the teacher, borrowing from English, summarizing in English. (MDM)

ED 371 585 FL 022 056

Nation, Paul
Measuring Readiness for Simplified Material: A Test of the First 1,000 Words of English.
PUB DATE- 93
NOTE- 13p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English (Second Language); Foreign Countries; Instructional Materials; *Language Proficiency; *Language Tests; *Second Language Learning; *Vocabulary; *Vocabulary Development; *Word Lists
IDENTIFIERS- Graded Word Reading Tests; Simplification (Language)

This article describes the need for a test of the first 1,000 words of English, the essential vocabulary for simplified teaching material. It examines the development of basic word resulted in improvements in drivers' skills as well as in their attitudes and knowledge. (An 81-item bibliography and 27 figures/tables are included. Appendixes include copies of all assessment instruments used, the simulation protocol, abstracts/summaries of the study presented at four conferences, and a supporting statistical analysis.) (MN)

ED 371 128   CE 066 476

Sanford Maine Public Schools National Workplace Literacy Program. Performance Report. External Evaluator Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Dec 93
NOTE- 30p.; For an earlier Performance Report, see ED 352 522.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Basic Skills; *English (Second Language); *Literacy Education; Mathematics Instruction; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Reading Comprehension; Reading Instruction; Second Language Instruction; Writing Instruction
IDENTIFIERS- *Workplace Literacy

A joint enterprise by Sanford Public Schools of Sanford, Maine, and five partners established and operated a program of literacy, math, and reasoning/problem-solving skills instruction and support services at five work sites. The business partners were Sprague Electric Company; The Baker Company; Jagger Brothers, Inc.; Greenwood Center; and Millrock, Inc. Program external evaluators attended partner council meetings, read performance reports, conducted personnel discussions, examined the record keeping system, and interviewed representatives of each business partner and all instructors. Evaluation results showed that the five partners were very involved in the Partnership Council and were pleased with the results. The program enrolled 171 employees for reading and writing, 263 for math, and 35 for English as a second language. The program developed evaluation plans to be used by all business partners and individual students. Over 70 percent of employees enrolled in math and reading and writing instruction raised their instructional levels one level. (A separate performance report compares actual accomplishments with stated goals and objectives. Charts illustrate the following: enrollments by grant requirements and actual enrolled; breakdown of students according to male/female by age, ethnic origin, marital status, and school credentials; and pretest/posttest results.) (YLB)

This guidebook and teacher's guide accompany a personal computer software program and introduce the key elements of financial projection modeling to project the financial statements of an industrial enterprise. The student will then build a model on an electronic spreadsheet. The guidebook teaches the purpose of a financial model and the steps involved in preparing, then using a model. Emphasis is on using a model not simply as a computational aid, but as an effective financial planning tool. Nine sections cover these topics: modeling financial projections, spreadsheets and projection models, projection research and assumptions, modeling the projected income statement, modeling the projected source and application of funds, modeling the projected balance sheet, modeling the projected ratio analysis, projecting a second year's data, and analyzing the complete financial projections. Appendixes include a printout of financial projection model PROJMOD and spreadsheet logic for financial projection model PROJMOD. The teacher's guide contains information on the following: course material; requirements, including course requirements, computer literacy, hardware, and software; class schedule for a five-unit course; comments on teaching methods; solutions for questions and answers; an additional exercise that can be assigned after all topics are mastered; and a chart detailing financial modeling's reliance on diverse academic subjects. (YLB)

"Practical Guidelines for Effective Workshop Practice" (Hobbs, Pates). Many papers include substantial bibliographies. (MN)

ED 371 167 CE 066 637

Jarvis, Peter
Adult Education and the State: Towards a Politics of Adult Education.
PUB DATE- 93
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Education; Adult Learning; Case Studies; *Citizenship; Community Education; *Democracy; Educational Objectives; Educational Policy; Educational Responsibility; Educational Theories; Foreign Countries; *Government School Relationship; Justice; *Politics of Education; Public Policy; *Role of Education
IDENTIFIERS- *United Kingdom; Utopian Societies

This book is intended as an introduction to the political theory of the education of adults. Chapter 1 examines the relationship between adult education (AE) and civil society over the past several hundred years. Discussed in Chapter 2 are major theoretical and ideological perspectives about the state and AE, affinities between AE and political ideology, and the relationship between AE and policy in the United Kingdom. Chapter 3 describes the relationship of state policy and justice to AE. The ways in which the structures and content of AE can be related to the bureaucratic state are explored in Chapter 4. Examined in Chapter 5 are the concept of democracy and various ways in which it may be related to adult learning and AE. Chapter 6 presents four case studies illustrating the thesis that AE may be regarded as a social or citizenship right that the state does not necessarily concede without a struggle. In Chapter 7, the idea of interests is examined and related to the more popular notion of educational needs. Chapters 8 and 9 focus respectively on the relationship between liberal AE and a civilized society, and the existence of utopian thought in radical AE. Each chapter includes a substantial reference list. (MN) teaching in the broad business education spectrum with emphasis on information systems (including business communications), business teacher education, and vocational education (primarily marketing education). All entries include the title, author(s), journal (with volume and number if applicable), inclusive pages, month, and year. Subjects are arranged in alphabetical order by main category and then subcategories. The main categories indexed are the following: accreditation; administration and supervision; basic business; business education; communications; curriculum; document design and processing; educational institutions; employment; general education; guidance and counseling; human relations; information management and processing; international business; keyboarding/typewriting; legislative issues; microcomputers; minority groups; office management; professional development; research methodology/issues; shorthand; special needs; standards; teaching; testing and evaluation; and training and development. An author listing in alphabetical order follows the subject section. (KC)

Public Instruction (DPI) Gender Equity Leadership Project provided technical assistance and staff development experiences to the Wisconsin Vocational Equity Leadership Cadre (WVELC). The technical assistance/staff development component prepared the cadre to assist local districts in meeting the equity assurances 1990 Perkins Act and Wisconsin's stated equity goals. In a 6-day program, 70 WVELC members received training in building participant skills and understanding equity issues and their impact on students' career choices and vocational training. Technical assistance and resources regarding the following areas were provided to cadre members and local districts: developing/presenting workshops, planning/implementing nontraditional vocational programs, and implementing the five phases of the Wisconsin model for sex equity in career and vocational education. Also during this phase of the project, the DPI/University of Wisconsin-Stout Equity Resource Center (started in FY93) was expanded to approximately 175 resources, and approximately 19,370 equity assessment surveys were processed. (Appendixes constituting 95% of this document include a 1993-94 cadre participant list, cadre meeting agendas and evaluations, a 1993-94 project resource guide, project newsletters, and a 1993-94 composite report summary.) (MN)

*Correctional Education; *Educational Practices; Independent Study; *Interdisciplinary Approach; Mentors; Recognition (Achievement); *Teaching Methods; *Team Teaching

This document, which is designed to showcase effective correctional educational programs and teaching techniques, contains descriptions of five teaching tips submitted by practicing correctional educators. Described first is a multidisciplinary team approach whereby teams of nurses, psychiatrists, social workers, academic teachers, counselors, and others employed at a medium-security correctional institution conduct a drug and alcohol education program for inmates experiencing mental illness, developmental disabilities, and/or behavioral problems. A mentoring program is presented in which computer technology students studying in an environment of individualized instruction serve as technical and experiential advisors (mentors) to other students who have completed less class time than the student mentors. The next two tips reported deal with the importance of teaching the whole person and with having students select quiz questions/demonstration topics from a bag. The final practice shared is a program for acknowledging students' success by selecting students of the month and quarter. (MN)

a worker. Work-based learning approaches such as technical preparation, co-operative education, and youth apprenticeship appear potentially helpful. However, none of these approaches is sufficient by itself to effect the changes needed to prepare persons to be productive workers. The specific vocational skills component provided by vocational/technical education must be supplemented by several additional "transition" components to be developed early in life and to comprise part of the fabric of schooling, including the basic academic skills, productive work habits, a personally meaningful set of work values, general employability skills, career decision-making skills, and a set of job-seeking/finding/getting/holding skills. Additionally, changes in employer attitudes toward youth and the educational system are necessary. For example, employers must recognize incipient changes in the workplace, change their low regard for the high school diploma, and also recognize and support some form of postsecondary vocational/technical education for those who are leaving high school but are not four-year college bound. (MSF)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; Cultural Awareness; Curriculum Development; Faculty; Faculty Development; *Field Instruction; Health Services; Higher Education; Hispanic American Culture; Hispanic Americans; Internship Programs; *Latin American Culture; Social Work; *Social Workers; *Study Abroad; Undergraduate Students; Undergraduate Study
IDENTIFIERS- Eastern Michigan University; Mexico (Mexico City)

Cultural competence assumes greater importance in the United States as international relations shift and the United States changes its own demographic makeup. Hispanics have significant health care needs and cultural beliefs that influence their acceptance of service. As part of an effort to build cultural competence in undergraduate social work faculty and students, the Department of Social Work at Eastern Michigan University has begun a faculty-supervised field placement for students at a Mexico City hospital. The internships combine cognitive and affective experiences to help develop real intercultural sensitivity in the students and faculty. Students and faculty use the Bennett/Gunn intercultural model to keep track of their progress in intercultural awareness. They are immersed in Mexican culture, providing services to patients and their families and participating in an interdisciplinary seminar and coursework. The students tend to develop an understanding of the importance of cultural context and differences in understanding human behavior and providing service. Involved faculty tend to wonder how to trigger the same response in campus-based coursework. On-campus education for cultural competence needs to emphasize several needed factors: (1) a cognitive framework; (2) development of personality characteristics necessary for cultural competence; and (3) faculty who can model ethnorelativism effectively for their students. (CC)

adolescents reported more competent behaviors than Puerto Rican female adolescents and male adolescents from dual-parent families revealed better personal adjustment than male adolescents from the single-parent families. Public programs and policy makers should consider the importance of the parental roles of single-parent and dual-parent families in the long term adjustment of children. (RJM)

ED 371 282   CG 025 513

Gutierrez, Lorraine; And Others
Developing Gender and Ethnically Relevant AIDS Prevention Interventions for High Risk Adolescents.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Aug 93
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993). An earlier version of this paper was presented at the Annual Meeting of the American Public Health Association (Washington, DC, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; *Ethnicity; High Schools; Homosexuality; *Prevention; *Sex Differences; *Sex Education; Sexuality
IDENTIFIERS- *Sexually Transmitted Diseases

The need to create social work interventions consistent with the needs and perceptions of different gender and ethnic groups has long been recognized. This article presents a method for using empirical data and consumer input to create a gender and ethnically relevant AIDS prevention intervention for African- and European-American adolescents. To design effective programs, researchers must learn about the target group and then use that knowledge to create methods best suited for that group. For this study, five methods (the "Take 5 Program") were used throughout the intervention development process to ensure gender and ethnic sensitivity: (1) empirical study of the target population; (2) focus groups; (3) advisory group input; (4) consumer input; and (5) pilot testing. Researchers evaluated this approach's effectiveness by using measures of consumer perceptions and learning. Data suggest that this procedure successfully integrated ethnic factors and women's concerns into a program to prevent the spread of sexually transmitted diseases among adolescents. No gender or ethnic differences existed on the learning measures. These strategies and findings can provide guidance for practitioners and researchers who wish to tailor their interventions for particular populations. The method can also be used to involve consumers and community members in the process of developing interventions. (RJM)

Our Priority" (Deborah Du Four Bova and Kathleen Hurley); "A Tale of Three Students" (Lois Overton); "Bag of Book Tricks" (Mary Lue Binning); "Read-Ins: Colts in Action" (Eugenia Sacopulos); "The East Side 500: Race to Read--Read to Win!" (Kathryn Carmody); "Students Promote Their Own Literacy" (Ronald Bush); "Multicultural Awareness through Reading" (Artis Hoffman and Virginia Mankin Lake); "Hooked on Reading" (Sue Layman and Steve Spradley); "S.T.A.R.S.--Students Treasure All Reading Success" (Mary Ann Wildman); "Reading for Fun" (Beth Schulte); "Role Models Increase Student Reading" (Beth Bedsworth); "Reading Lasts a Lifetime" (J. Ronald Hughes); "Reading: The First Piece of the Puzzle" (Eden Kuhlenschmidt); "My Kingdom for a Book!" (Linda Stalker); "Reading across the Ages" (Rebecca McElroy and others); "Formula for Creating and Feeding a Growing Reading Monster!" (Vickie Thomas and others); "EAGER Readers" (Ginny Reeves); and "Readers Are Winners" (Diana Tice). The booklet concludes with a map indicating the locations of the 19 minigrant-funded programs. (RS)

ED 371 303 CS 011 732

Suggestions To Help Engage Young Adolescents with Books.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; *Adolescents; Intermediate Grades; Junior High Schools; *Middle Schools; Reading Aloud to Others; *Reading Improvement; Reading Interests; *Reading Programs; *Recreational Reading; Student Motivation
IDENTIFIERS- Middle School Students; *Reading Motivation; Trade Books

Accompanying a collection of 85 books for teenagers donated to local service organizations in Indiana, or donated in the name of such an organization to local libraries, this pamphlet offers suggestions to help the organizations engage adolescents with books and lists the paperback books given to the organizations. Suggestions in the pamphlet include: promoting reading with posters; using older children to encourage younger children to read; reading aloud to others; giving book talks; holding "read-ins"; and providing a storyteller. A "Reading Bill of Rights" concludes the pamphlet. The list of books is divided into sections of adventure/fantasy, biography, mystery/horror/science fiction, realistic fiction, short stories, and sports. (RS)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Definitions; Electronic Publishing; *Electronic Text; Elementary Secondary Education; Hypermedia; *Literacy; *Nonprint Media; *Reading Research

Noting that electronic technology is becoming more advanced and more available, this paper argues that current conceptions of literacy as the ability to read and write should be expanded to include electronic reading and writing. The paper discusses: (1) four ways in which electronic texts are different from printed texts; (2) how students can be prepared to read and write electronically; and (3) issues related to electronic reading and writing that are likely to become important in the future. The paper offers information from research that should be helpful in answering current questions on electronic literacy. While not suggesting that electronic literacy is more important than conventional print-based literacy, the paper suggests that educators must include the reading and writing of both electronic and printed texts in their definition of literacy as well as in their approach to helping children become literate. Contains 30 references and 5 figures representing aspects of electronic texts. (RS)

and includes the results for each level at each grade. Appendix B describes participation rates for the trial state assessments. Appendix C presents co-statistics on state contextual background factors, and appendix D provides further detail about the assessment procedures. Appendix E contains standard deviations and percentiles for national demographic subpopulations. Appendix F contains examples of stories, articles, and documents used in the 1992 assessment and have been released for public review. (RS)

ED 371 345   CS 011 776

Schooley, Felicia A.
Within Class Ability Grouping and Its Effect on Third Grade Attitudes toward Reading.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Classroom Research; Grade 3; *Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Attitudes; Reading Material Selection; Reading Research; Sex Differences; *Student Attitudes; Teacher Behavior
IDENTIFIERS- Virginia

A study investigated ability grouping for reading within a heterogenous classroom and the effect such grouping has on attitudes toward reading. Subjects, 23 students in an ethnically diverse third-grade classroom in central Virginia, completed reading attitude surveys. Classroom observations of the teacher and students were conducted. Results indicated that the students in the low group had attitudes in the bottom 50% of the class but not all of the students in the high group had high attitudes toward reading. Boys in the high group were found to have low attitudes toward reading while girls had higher attitudes. Almost all of the students preferred to read at home rather than at school. Findings suggest that: (1) teachers placed in a classroom or system that uses ability grouping can improve reading attitudes and achievement by treating all students the same; (2) students need choice in their reading selection; (3) creating a classroom centered on literature with some student choices may improve attitudes more than concentrating on basal readers and phonics; and (4) students do not necessarily have to like to read to be good at it. (Contains 10 references and 2 tables of data. The 18 questions comprising the reading attitude survey and the students' scoring sheets are attached. (RS)

ED 371 364   CS 214 368

Kamler, Barbara
"Oh You Beautiful Doll": Gendered Language Practices in the First Month of School.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Research; Discourse Analysis; Feminism; Foreign Countries; Primary Education; *Sex Differences; *Teacher Behavior
IDENTIFIERS- Australia (Victoria); *Communication Behavior; Conversation; Discourse Communities

A case study examined the processes by which girls and boys in their first month of primary school assume particular, highly gendered subjectivities within the school setting. Subjects, 28 children of diverse multicultural origins entering a suburban primary school in a large regional center in southern Victoria, Australia, were observed in the classroom and on the playground. Selected transcripts of over 100 hours of classroom talk were compiled. Analysis of transcripts of classroom talk was conducted at the microanalytic level. The teacher was also interviewed. Results indicated that, although the teacher worked against such positioning in a number of settings, her interaction in morning talk in relation to gendered doll-objects stands out as a contradiction to her usual non-gendered practice. Findings suggest that feminist poststructuralist analysis is a way of reading teacher discourse and action that locates contradictions and inconsistencies as an effect of discourse rather than as a personal failure of individual teachers. Findings also suggest that while issues of subjectivity in relation to discourse have been an important recent theme of feminist poststructuralist work in education, such theoretical understandings have not had much impact on projects of nonsexist education. (Contains 21 references.) (RS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Classroom Research; *Grammar; Higher Education; *Instructional Effectiveness; Observation; *Observational Learning; *Preservice Teacher Education; Student Reaction; *Teaching Styles
IDENTIFIERS- *Miami University OH

A study of a junior-level grammar class for preservice teachers was conducted by an observer at Miami University of Ohio to determine the effectiveness of a Socratic teaching style that allowed the teacher to do most of the talking. Students in the class also participated in the observation; they were interviewed regularly by the graduate student. Findings indicated that: (1) students were sometimes uncomfortable in the class--they felt pressured and were afraid to participate because they did not want the teacher to put them on the spot; (2) they did not understand the significance of a transition from one text to another, which illustrates how important it is that students know where they are going in a course and why; and (3) students found themselves reflecting about how they would teach a similar course themselves when they became teachers. Students were concerned about how they could best present the material; how they could best use their texts; how they could best prepare students for proficiency exams. Those students who chose to participate in the regular interviews as student-observers became more than just students of the material; they became students of pedagogy. The teacher of the course also found himself changing, adjusting his course to address student critiques passed on to him by the observer. (TB)

as part of a class project. A total of 103 individuals from African, Asian, European, Latin American, and Middle Eastern cultures were interviewed. Each of the American interviewers described his/her perceptions of five nonverbal cues (voice, space, eye behavior, facial expressions, and hand gestures) by completing a questionnaire. Results indicated that: (1) depending on the type of nonverbal cue, listening to someone from another culture was either more difficult or easier; (2) adverse impacts on listening due to the differences in meanings for nonverbal cues occurred if the American student listener perceived something negative directed at him/her personally or something directed as a negative response to some portion of the message; and (3) whether differences in meanings resulted in easier or more difficult listening appeared to be related to the cultural area of the world from which the interviewee originated. Findings suggest that differences in meanings for nonverbal cues among cultures does not necessarily make it more difficult to listen to someone from another culture. (Contains 18 references. The nonverbal communication questionnaire is attached.) (RS) improvisation, students were lured into the process of learning and assimilated knowledge of people and social situations through actual experiences. A teacher who participated in that course used improvisation in his English class of 34 ninth graders. After an orientation period, they used the strategy once or twice a week before writing or writing group sessions. An offshoot of this activity was a radio play. Each of five writing groups used the plot of Edgar Allan Poe's "Cask of Amontillado" and developed different scripts for radio complete with sound effects. Later, after workshops were conducted on improvisation and writing to enthusiastic response, the school administration accepted a course proposal for the next year called "Improvisation, Acting, and Writing," which grew to four sections serving over 90 students and which still continues. The use of improvisation in the classroom demands that students learn to communicate clearly. Improvisation contributes to the communication skills students desperately need and adds meaning to literature. (NKA)

ED 371 425   CS 508 604

Palmerton, Patricia R.; Judas, Jeff
Selling Violence: Television Commercials Targeted to Children.
PUB DATE- Jul 94
NOTE- 39p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cartoons; Childrens Television; Content Analysis; Mass Media Role; Media Research; Persuasive Discourse; Sex Stereotypes; *Television Commercials; *Violence; *Young Children
IDENTIFIERS- Advertising Effectiveness

Noting that little research has addressed the question of violence in commercials directed to children, a study examined commercials aired during the 21 top-rated children's cartoons during one broadcast week in late spring 1993. Commercials were analyzed for violent content, gender of primary actors and recipients of violent action, primary persuasive theme or appeal, sex and age of primary audience of the commercial, type of product, visual format, and setting of the commercial. Results indicated that violence is an established and well represented characteristic of commercials directed to children. In addition, the violence displayed is clearly associated with being male, reinforcing the male stereotype that to be male is to be violent. Television is a powerful teaching tool, and the results of this study show that boys are being socialized to be violent, at least by television ads. (Contains 34 references, 1 figure of data, and 6 notes.) (Author/RS) simulations can be used in several skill areas to give administrators the ability to perform experiments on school system models. (Contains 17 references.) (MLH)

ED 371 445   EA 025 827

Heller, Marjorie F.; Firestone, William A.
Heroes, Teams, and Teachers: A Study of Leadership for Change.
PUB DATE- Jan 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Change Agents; Educational Innovation; Elementary Education; *Leadership Responsibility; Principals; Problem Solving; *Program Implementation; *Teacher Role; *Teamwork
IDENTIFIERS- Central Office Administrators; *Teacher Leadership

Research on leadership for change should focus more on what leaders do and less on who the key leaders are. This study identifies a set of change leadership functions, including providing and selling a vision of change, obtaining resources, providing encouragement and recognition, adapting standard operating procedures, monitoring the improvement effort, and handling disturbances. A study of program implementation in eight schools--four that successfully institutionalized an innovation, three that only institutionalized it in a token form, and one that institutionalized it among a subset of teachers--suggests that these functions do contribute to change and are performed by teams, including the central office, the principal, teachers, and outside consultants. In three of the fully institutionalized schools, the principal served as "head cheerleader," encouraging teachers after observations, during planning meetings, and through a positive demeanor toward the program. Analysis of specific functions showed that teachers contributed to a sustained vision of Social Problem Solving (the innovation), encouraged their peers, and served as informal monitors. However, teachers could not provide programmatic resources and lacked a formal mechanism for contributing to curriculum standardization decisions. There was no critical leader in the change process. Change leadership was a team enterprise, not the work of a single hero. Teachers need further leadership opportunities. (Contains 41 references.) (MLH) and contains the following: (3) "Re-structuring in Australia: A Personal View" (Phillip Hughes); and (4) "Restructuring Education in Australia" (George F. Berkeley). The third section provides eight case studies that detail the restructuring efforts of the last decade. Chapters include: (5) "Educational Restructuring in the ACT Government School System" (Geoffrey Burkhardt and Milton March); (6) "Walking on Water: Restructuring Queensland's Education System" (Ian Matheson); (7) "Restructuring in New South Wales" (D. A. Swan and R. B. Winder); (8) "Ideals to Action: Corporate Management within the Northern Territory Education Department" (Kerry Moir); (9) "Changes in Public Administration of Education: South Australia" (Bryce Saint); (10) "Restructuring Education in Tasmania: A Turbulent End to a Decade of Tranquility" (Brian J. Caldwell); (11) "Betwixt and Between Change: A Victorian Game" (Phillip Creed); and (12) "Reversing the Policy Process in WA: From Top Down to Bottom Up" (Peter Wilson and Don Smart). The final section draws implications and conclusions in the following chapters: (13) "Restructuring, Corporatism and Competition: Implications for Graduate Programs for Administrators" (A. Ross Thomas); and (14) "Conclusions: Where Restructuring Has Taken Us, and Where It Is Leading" (Grant Harman, Hedley Beare, and George F. Berkeley). References accompany each chapter. (LMI) following partnership programs operated in the College of Education by the Center for Human Development (CHD) are described: a longitudinal study of antisocial boys; prevention of antisocial behaviors; Systematic Screening of Behavior Disorders (SSBD) at the elementary level; Assessing Success, an intervention program for parents at risk of abusing their children; Building a Strong Environment (BASE); and Family Transitions Planning and Support Systems (Family TIPS). Other programs are highlighted. (LMI)

ED 371 483 EA 025 930

Chisholm, Lynne, Ed.; And Others
Childhood, Youth and Social Change: A Comparative Perspective.
PUB DATE- 90
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010),Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Children; *Child Welfare; Cultural Differences; *Economic Factors; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Futures (of Society); Minority Groups; Postsecondary Education; Research Needs; *Social Change; *Youth
IDENTIFIERS- Europe (West); *United Kingdom; *West Germany

Written for a 1988 bilateral United Kingdom-West German conference, the chapters in this volume examine childhood and youth as socially constructed life stages within the context of contemporary social and cultural change. Following the editors' introduction are 14 papers: "What Does the Future Hold? Youth and Sociocultural Change in the FRG" (J. Zinneker); "A Sharper Lens or a New Camera? Youth Research, Young People and Social Change in Britain" (L. Chisholm); "Persons in Their Own Right: Children and Sociology in the UK" (D. Leonard); "Growing Up in the Eighties: Changes in the Social Biography of Childhood in the FRG" (P. Buchner); "Schooling and Economic Life in the UK" (Phillip Brown); "Caught Between Homogenization and Disintegration: Changes in the Life-phase 'Youth' in West Germany Since 1945" (H. H. Kruger); "The Shifting Sands of a Social Contract: Young People in Transition Between School and Work" (H. Kruger); "Beyond Individualization: What Sort of Social Change?" (G. Jones and C. Wallace); "Patriarchy for Children: On the Stability of Power Relations in Children's Lives" (J. Hood-Williams); "Illusory Quality: The Discipline-based Anticipatory Socialization of University Students" (S. Engler); "Youth, Race and Language in Contemporary Britain: Deconstructing Ethnicity?" (R. Hewitt); "How 'Black' Are the German Turks? Ethnicity, Marginality and Inter-ethnic Relations for Young People of Turkish Origin in the FRG" (G. Auernheimer); "Changing Leisure and Cultural Patterns Among British Youth" (M. Brake); and "West German Youth Cultures at the Close of the Eighties" (W. Ferchhoff). Included are about 900 references, notes on contributors, and an index. (MLH) transition, a hypothesis regarding poor academic and work performance by ethnic minorities, service delivery models and programs, and Native American community-based education and programs. The third paper, titled "Legal Aspects of Transition to Employment and Independent Living for Individuals with Disabilities" by Stanley L. Swartz, summarizes key legislative acts concerning special education, vocational education, and employment. Community integration issues are noted. Next, Carol Gentili and Ann Vessey in "A 'Special Needs' Job Developer" look at aspects of job preparation, the job search, job training, and job maintenance. The fifth paper titled, "Transition from Institutional Settings for Children and Youth with Social Problems" by Richard Ashcroft offers a model of social interaction along the dimensions of topographical, ecological, and social features. The last paper, "Parent Involvement in Transition Programs" by Jeff McNair and Frank R. Rusch, analyzed 108 survey responses concerning parent involvement in the transition process and found that about two-thirds were involved in or anticipated involvement in their child's transition program. (Individual papers contain references.) (DB)

ED 371 522 EC 303 109

Kohler, Paula D.; Rusch, Frank R.
Promoting Employment for Youths in Transition: Outcomes, Activities, and Indicators.
PUB DATE- 94
NOTE- 38p.; In: Kohler, Paula D.; Rusch, Frank R. Employment of Youths with Disabilities: Outcomes, Activities, and Indicators; see EC 303 108.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Activities; Change Strategies; *Disabilities; *Education Work Relationship; *Employment Potential; Federal Aid; High Schools; Intervention; Measurement Techniques; Models; Outcomes of Education; *Program Development; Program Evaluation; Student Educational Objectives; Systems Approach; Transitional Programs
IDENTIFIERS- *Indicators; *Office of Special Educ Rehabilitative Services

This paper presents an overview of a three-phase investigation that featured: (1) an analysis of Office of Special Education and Rehabilitative Services demonstration projects focused on employment; (2) consensus development with respect to specific employment-related outcomes and activities; and (3) the identification of employment-related outcome and activity indicators. An emerging systems-level conceptual framework for evaluating program activities and outcomes is presented, along with an analytical model that illustrates the perceived relationship between an outcome, activities associated with producing the outcome, and indicators. Phase I results included identification of the outcomes and activities most frequently cited by 42 model demonstration projects focused on employment. During Phase II, 22 specific outcomes and 64 associated activities were identified and socially validated by 106 model demonstration project directors. Finally, during Phase III, a comprehensive list of measures was identified for 17 of the outcomes and 51 activities. Results from each phase give substance to the analytical model which features specific outcomes and activities at multiple levels of impact, supported by both qualitative and quantitative indicators. Implications for program restructuring and systems change are discussed. (Contains 27 references.) (Author/DB)

This paper presents a rationale for serving gifted students in the regular classroom and offers guidelines for recognizing students who are gifted in the seven types of intelligence proposed by Howard Gardner. Stressed is the importance of creating in the classroom a community of learners that allows all children to actively explore ideas and experiences together. The teacher's role in such a community is seen to be that of a facilitator. Specific characteristics are listed of students gifted in: (1) linguistic intelligence, (2) logical/mathematical intelligence, (3) spatial intelligence, (4) intrapersonal intelligence, (5) musical intelligence, (6) bodily/kinesthetic intelligence, and (7) interpersonal intelligence. (DB)

ED 371 542 EC 303 130

Harrison, Marilyn
Skemp Activities for the Intelligent Learning of Mathematics.
PUB DATE- Sep 92
NOTE- 6p.; In: Images in Transition; see EC 303 125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academically Gifted; Cognitive Processes; *Concept Formation; Constructivism (Learning); Educational Methods; Educational Principles; Elementary Secondary Education; Foreign Countries; *Learning Theories; *Mathematics Education; *Schemata (Cognition); Teaching Methods
IDENTIFIERS- *Skemp (Richard R)

This paper looks at the ideas of R. Skemp which emphasize fostering "intelligent learning" in the teaching of mathematics. Skemp posits that schematic learning takes place when new concepts are constructed by the learner. Three modes of building such internal schema are proposed. Teachers are urged to ensure that at every stage the new concepts to be learned can be assimilated by the children's available schemas. Suggested teaching strategies include: (1) sequencing new material schematically, (2) using structured practical activities, and (3) beginning with a do-and-say approach followed by written work only when the connections between thoughts and verbal symbols are well established. (DB)

Family Environment; *Intercultural Communication; Nonverbal Communication; *Social Adjustment; Sociocultural Patterns; Stereotypes

The guide provides a conceptual framework for teaching cultural awareness and intercultural adjustment skills. Designed in the context of an intensified English second language program, the approach is recommended for students at the intermediate or advanced levels of language learning or for monocultural classes. In this approach, four stages of cultural awareness are identified, and within each stage, general skills to be developed. The first stage involves recognition of the existence and pervasive influence of culture. The primary skill to be developed here is non-judgmental observation. The second stage is characterized by either acceptance or rejection of cultural differences, and the skills to be developed at this stage focus on coping with ambiguity. The third stage concerns achievement of attitudes on a continuum from ethnocentrism to cultural integration. To achieve a bicultural perspective at this stage, the ability to empathize must be developed. Transcendence, or appreciation of one's own as well as others' cultures, is the final stage of cultural awareness, and the skills to be cultivated concern the ability to respect. For each stage, a set of classroom exercises targeting the appropriate skill area is suggested. An introductory section offers suggestions on classroom teaching technique. (MSE)

lists and the difficulties involved in testing the first 1,000 words. It then presents 2 versions of a 40-item true/false test that can be used to determine what proportion of the 1,000 words that learners of English as a Second Language (ESL) know. The results of the test can be used to help diagnose weakness, set learning goals, plan a vocabulary program, measure vocabulary growth, and assign graded reading. An appendix contains the two sample tests. (MDM)

ED 371 586 FL 022 057

Tickoo, Makhan L.
Simplification: A Viewpoint in Outline. Appendix.
PUB DATE- 93
NOTE- 14p.; In: Tickoo, M. L., Ed. Simplification: Theory and Application. Anthology Series 31; see FL 022 043.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Caregiver Speech; Educational Media; Educational Strategies; English (Second Language); Esperanto; Foreign Countries; *Instructional Materials; Language Attitudes; *Language Research; Language Usage; Pidgins; *Second Language Instruction; *Second Language Learning; Teaching Methods; Theory Practice Relationship; Uncommonly Taught Languages; Word Lists
IDENTIFIERS- *Simplification (Language)

This essay examines language simplification for second language learners as a linguistic and a pedagogic phenomenon, posing questions for further study by considering past research. It discusses linguistic simplification (LS) in relation to the development of artificial languages, such as Esperanto, "pidgin" languages, Basic English, motherese, teacher-talk, and foreigner talk. LS is also considered in relation to first language acquisition. Pedagogic simplification (PS) is discussed in light of the development of frequency-based word lists, graded readers, criticism of simplified learner materials, modification rather than simplification of learner materials, and the schema theory of teaching and learning. (MDM)

ED 371 587 FL 022 068

Hawkinson, Annie
Living in Italy. Intercultural Exchange Series. Revised Edition.
PUB DATE- 86
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Daily Living Skills; Family Life; Foreign Countries; Geography; Information Sources; *Interpersonal Communication; Language Role; Leisure Time; Recreational Activities; Second Languages; *Sociocultural Patterns; Time; Travel
IDENTIFIERS- *Italy

The guide provides a brief introduction to the culture and language of Italy, and is designed for visitors, students, and business travelers. It offers practical information on various aspects of daily living, including: money; food; restaurants; hotels; postal and telecommunications services; transportation; shopping; health and medical care; safety and security; tipping; measurement and clothing size conversions; greetings; titles and forms of address; family interaction; time; personal space and privacy; walking; meals; personal appearance; dating; male dominance; leisure activities; family life; hospitality; and festivals. Suggestions for appropriate behavior and expectations are offered. It also includes basic information about Italy: a historical sketch; a map; facts about geography and people; government; economy; education; religion; and art. A brief bibliography lists additional books about Italy. (MSE)

ED 371 588 FL 022 110

Fantini, Alvino E.; Fantini, Beatriz Cespedes de
Living in Mexico: How To Feel at Home, Make Friends and Enjoy Everyday Life.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Daily Living Skills; Family Life; Foreign Countries; Geography; Grammar; Information Sources; *Interpersonal Communication; Language Role; Leisure Time; Pronunciation; Recreational Activities; Second Languages; *Sociocultural Patterns; Time; Travel
IDENTIFIERS- *Mexico

The guide provides a brief introduction to the culture and language of Mexico, and is designed for visitors, students, and business travelers. It offers practical information on various aspects of daily living, including: money; food; restaurants; drinks and drinking; hotels; tipping; postal and telecommunications services; transportation; shopping; health and medical care; electricity; measurement and clothing size conversions; greetings and leave-takings; titles and forms of address; conversation topics; friendship; invitations; personal space and privacy; time; silence and noise; equality; belonging to a group; eating customs and meals; family life; leisure activities; and festivals and celebrations. Suggestions for appropriate behavior and expectations are offered. It also includes basic information about Mexico: a historical sketch; a

ED 371 608 FL 022 248

Rubagumya, Casmir M., Ed.
Teaching and Researching Language in African Classrooms.
PUB DATE- 94
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Classroom Communication; Classroom Research; Classroom Techniques; Code Switching (Language); *Cultural Context; Educational Policy; Elementary Secondary Education; *English (Second Language); English for Special Purposes; Foreign Countries; Higher Education; Instructional Materials; *Language Research; *Language Role; Public Policy; Reading Instruction; Reading Processes; Reading Strategies; Second Language Instruction; *Second Languages; Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Africa; Botswana; Burundi; Tanzania; Zaire

A collection of papers focuses on research perspectives and educational policy and practice concerning language in Africa. Articles include: "Language Policy in Tanzania and the Hidden Agenda" (Rehema Rajabu, Deo Ngonyani); "The Post-Primary Swahilisation Scheme in Tanzania: From Debate to Struggle" (Hermas Mwansoko); "English Language Teaching in Zaire: Objectives and Users' Needs" (Nshindi G. Mulamba); "Teaching Literature in English in Tanzanian Secondary Schools: CInderella or Ugly Sister?" (Richard Mabala); "'Consensus ad idem': English for Academic Legal Purposes at the University of Zimbabwe" (Andrew Morrison, Lawrence Tshuma); "English in Botswana Primary Classrooms: Functions and Constraints" (Jo Arthur); " "Code-Switching in Burundi Primary Classrooms" (Lin Ndayipfukamiye); "Teaching English Language Reading in Tanzanian Secondary Schools" (Akundaeli Mbise); "Beyond Strategy to Resources in Reading in Educational Contexts: When Reading Strategies Become Ineffective" (Deo Numi); "Texts and Classroom Procedures for Critical Reading" (Catherine Wallace); and Epilogue: "Towards Critical Language Awareness in Africa" (Casmir Rubagumya). (MSE)

ED 371 609 FL 022 253

McRae, David
The First Three Years: The National Languages and Literacy Institute of Australia Limited.
PUB DATE- Jun 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrative Organization; Applied Linguistics; Deafness; Dictionaries; Foreign Countries; Language Acquisition; *Language Research; *Languages; *Literacy; Literacy Education; Networks; Organizations (Groups); Program Descriptions; Publications; Public Policy; *Research Coordinating Units; Second Language Instruction; Sociolinguistics; Technology; Translation
IDENTIFIERS- Australia; *National Languages Institute (Australia)

The evolution and activities of the National Languages and Literacy Institute of Australia Limited during its first three years are described. The institute consists of a complex network of activities across Australia, including; a research

ED 371 630 FL 022 282

Dwyer, Robert
Augmenting ESL Class Evaluations through Oral Journals.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiotape Recordings; Chinese; *Communication Skills; *Course Evaluation; Curriculum Development; *English (Second Language); *English for Special Purposes; Evaluation Methods; Formative Evaluation; Higher Education; Second Language Instruction; Skill Development; *Student Evaluation of Teacher Performance; *Student Journals

An experiment using audiotaped student journals for course evaluation is described. Subjects were 200 native Cantonese-speaking technology students taking credit-bearing courses in English communication skills for building. One of the required tasks in the course was to indicate, in their oral journals, what they liked about an instructional module on communication skills for building purposes, and what they would do to improve it. The report summarizes the study and presents excerpts from both students' and teacher's comments on specific module activities, including: reading of newspaper and magazine articles on building-related topics; writing about both physical attributes and building processes in technical writing tasks; group oral work; oral journals; general oral activities; and listening quizzes. It is concluded that substantial information concerning curriculum strengths and weaknesses was derived from the students' oral journals, and that the method is useful for tapping student perceptions that might otherwise not be revealed. (MSE)

ED 371 631 FL 022 283

Law, Tim
The Academic Bilingual and Career Upgrading System (Project ABACUS). Final Evaluation Report, 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; Bilingual Education Programs; *Career Exploration; Chinese; Citizenship Education; Cultural Awareness; Dropout Prevention; Educational Attitudes; *English (Second Language); Federal Aid; Federal Programs; High Schools; Inservice Teacher Education; Korean; *Limited English Speaking; Mathematics Instruction; Multicultural Education; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish; Staff Development; Transitional Programs; Vocational Education
IDENTIFIERS- New York City Board of Education

The Academic Bilingual and Career Upgrading System (Project ABACUS) was a federally-funded program in its fourth year at two Brooklyn and one Queens (New York) high schools. The program served 475 limited-English-speaking students who were native speakers of Chinese, Korean, and Spanish. Students received instruction in English as a second language (ESL), native language arts (NLA), science, mathematics, and social studies, and pre-vocational training in business-, law-, or

ED 371 651 HE 027 492

Craft, Alma
Quality Assurance in Higher Education. Proceedings of an International Conference (Hong Kong, 1991).
PUB DATE- 92
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Comparative Education; Curriculum Evaluation; *Educational Assessment; *Educational Quality; *Evaluation Methods; Evaluation Problems; Evaluation Research; Foreign Countries; *Higher Education; Program Effectiveness; Program Evaluation; Quality Control; Standards
IDENTIFIERS- Australia; Europe; France; Germany; Hong Kong; India; Netherlands; Sweden; United Kingdom; United States

This conference proceedings presents 17 papers which examine quality assurance and evaluation in higher education, including methodologies, procedures, and ideas from various nations. The papers include: (1) "Quality Assurance in Higher Education" (Malcolm Frazer); (2) "Academic Standards Panels in Australia" (Kwong Lee Dow); (3) "The French Comite National d'Evaluation" (Andre Staropoli); (4) "The German Experience" (Edgar Frackmann); (5) "The Hong Kong Initiative" (Allan Sensicle); (6) "Towards an Indian Accreditation System" (Ashoka Chandra); (7) "The Netherlands: The Inspectorate Perspective" (Jan Kalkwijk); (8) "External Quality Assessment, Servant of Two Masters? The Netherlands University Perspective" (Ton Vroeijenstijn); (9) "Evaluation Criteria and Evaluation Systems: Reflections on Development in Sweden and Some Other OECD Countries" (Marianne Bauer); (10) "The UK Academic Audit Unit" (Peter Williams); (11) "The US Accreditation System" (Marjorie Peace Lenn); (12) "Engineering Accreditation in the United States" (Leslie Benmark); (13) "Mutual Recognition and Transfer of Credits: Developments in Europe" (Fritz Dalichow); (14) "The Experience of Validation at Hong Kong Polytechnic" (Diana Mak and Austin Reid); (15) "Quality Assurance at the Open Learning Institute" (Gajaraj Dhanarajan and Andrea Hope); (16) "External Examining at Hong Kong University" (Leung Wai-sun and Shen Chun-ming); and (17) "Conclusion" (David Bethel). An appendix contains abstracts of six additional papers. (MDM)

ED 371 652 HE 027 493

Coombe, Trevor
A Consultation on Higher Education in Africa: A Report to the Ford Foundation and the Rockefeller Foundation.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Jan 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Administration; College Libraries; *Colleges; Donors; Educational Attitudes; *Educational Improvement; *Educational Needs; Educational Trends; *Financial Problems; Foreign Countries; Government School Relationship; Higher Education; Philanthropic Foundations; *Private Financial Support; *Universities

ED 371 671 HE 027 512

Ratcliff, James L.; Yaeger, Patricia M.
What Are the Coursework Patterns Most Associated with the Development of Quantitative Abilities of College Students with Low Math Skills?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Instruction; *College Mathematics; *College Students; *Courses; *Course Selection (Students); Higher Education; Intellectual Development; Mathematical Aptitude; *Mathematics Achievement; Mathematics Instruction; *Mathematics Skills
IDENTIFIERS- Graduate Record Examinations

This study analyzed data to identify courses which have been associated with improved mathematics and quantitative reasoning ability among students who enter college with high verbal skills but low math skills. The study used the Coursework Cluster Analytic Model (CCAM) to analyze the course sequences of students with high verbal and low math skills who showed varying degrees of improvement as demonstrated by nine item-types of the Graduate Record Examination (GRE) General Test. Student transcripts provided the course enrollment data. The transcripts and GRE scores of 5 successive samples of nearly 1,000 graduating seniors at a private comprehensive college provided the raw data for the analysis. Results indicated that taking different patterns of coursework does lead to different types and levels of development. Other findings suggested: (1) the development of general learned abilities did not have an exact one-to-one relationship with departmental categories and all quantitative reasoning development did not occur exclusively in mathematics classes; (2) the development of general learned abilities was not confined to the lower division; (3) there was little formal monitoring and description of the curriculum in terms of general learned abilities at the college-wide or university-wide level; and (4) coursework associated with gains among high ability students was not the same as that associated with gains among low ability students. Extensive tables and graphs detail the study's findings. Contains 11 references. (JB)

ED 371 672 HE 027 513

Rendon, Laura I.
Validating Culturally Diverse Students: Toward a New Model of Learning and Student Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 29p.; For a related paper, see ED 356 000.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Students; *Cultural Differences; Ethnic Groups; Higher Education; *Interpersonal Communication; *Minority Groups; *Nontraditional Students; School Holding Power; *Self Concept;

ED 371 690 HE 027 532

Chahin, Jaime
Leadership, Diversity and the Campus Community.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at "Reinventing Community: Sustaining Improvement during Hard Times," National Conference of the American Association for Higher Education (Washington, DC, March 14-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Cultural Differences; *Cultural Pluralism; Diversity (Institutional); Higher Education; Leadership; *Leadership Responsibility; Multicultural Education; *Program Development; Social Differences; Staff Role
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student)

To develop and implement diversity initiatives in the university community requires the effective implementation of initiatives in many areas. Diversity leaders should be cognizant of institutional values and attitudes and the vision espoused by the university's president. The diversity leader should inform the university community about opportunities to diversify the workforce. Diversifying the student population will require effective student recruitment and retention, financial resources to assist economically marginal students, an environment that welcomes students, and proactive student services to respond to diversity issues emerging on campus. Diversity initiatives should strive for intellectual diversity that includes other kinds of diversities--cultural, racial, gender, sexual, social, and economic. Multicultural activities should be integrated within the institutional calendar of student activities that celebrate commonalities as well as cultural patterns. Diversity leaders also need to mobilize minority staff and faculty organizations to provide guidance and resources. They must assess the corporate culture of their institutions to determine strengths and weaknesses and then find specific niches that can be used to build support. Several recommendations are offered for developing support for diversity and reducing faculty resistance. (JDD)

ED 371 691 HE 027 533

Youn, Ted I. K.
The Characteristics of Faculty in Comprehensive Institutions: New England Comprehensive Universities Academic Labor Market Study. Working Paper #10.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Mar 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; *College Faculty; Colleges; Ethnicity; Faculty Mobility; Faculty Publishing; Faculty Workload; Full Time Faculty; Higher Education; Income; Job Satisfaction; Part Time Faculty; Salaries; Sex; Teacher Attitudes; *Teacher Characteristics; *Teacher Role; Tenure; Tenured Faculty; Time Management; *Universities; *Work Environment
IDENTIFIERS- *Comprehensive Universities

This paper compares the characteristics of faculty in

ED 371 710   IR 016 622

Hazan, Charlene Corey
The Development of an Interactive Videodisc Program on Protein Synthesis.
PUB DATE- 94
NOTE- 132p.; M.A. Project, Wayne State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; *Computer Assisted Instruction; Concept Formation; Essay Tests; High Schools; High School Students; Instructional Effectiveness; *Interactive Video; Material Development; Multiple Choice Tests; Pilot Projects; Science Instruction; Secondary School Science; Student Attitudes; Tables (Data); *Videodisks
IDENTIFIERS- *Protein Synthesis

An interactive videodisk (IVD) program was developed to reinforce learning of the biological concept of protein synthesis for high school students. The laser videodisc "The Living Textbook Life Science" was the source of frames, and the authoring system of G. Smith was used to create the disc. The interactive program was designed to make the material relevant to the learner at the tenth-grade level. Four high school students pilot tested the program, and 43 students (19 ninth graders, 22 tenth graders, 1 eleventh grader, and 1 twelfth grader) tested the completed version. After using the program and completing its multiple choice test, students completed essays about the content. Students did well on the multiple choice test, which they were able to score immediately, but not as well on the essays. Students responded well to the program and were positive about its usefulness. Students who took more time with the program achieved higher posttest scores. The program appears to be an effective method to help students understand the concept of protein synthesis. Thirteen appendixes present supplemental information, including the multiple choice questions. Six tables present study findings. (Contains 34 references.) (SLD)

ED 371 711   IR 016 625

Specifications for Braille Centralization, Study 1, Part 2, Final Report.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 4 Aug 93
NOTE- 256p.; For a related document (Part 1), see ED 355 975.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blindness; *Books; *Braille; Centralization; Cost Estimates; Data Processing; Delivery Systems; Design Requirements; *Disabilities; Facility Requirements; Feasibility Studies; Library Networks; *Library Planning; Library Services; National Libraries; Storage; Tables (Data); Technological Advancement
IDENTIFIERS- *Interactive Computer Systems

The National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress, administers a free library program for those unable to read standard printed materials, reproducing and distributing works in braille, recorded disc, and recorded cassette. Previous studies of the

ED 371 731 IR 016 704

Pathway to the Future: A Report from the Distance Learning Committee to the Kansas Library Network Board.
PUB DATE- Aug 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Access to Information; Computer Networks; Cooperative Planning; *Distance Education; Educational Change; *Educational Cooperation; Futures (of Society); Higher Education; Information Needs; Library Networks; *Library Role; *Library Services; Nontraditional Education; Public Libraries; State Programs; Telecommunications
IDENTIFIERS- *Information Infrastructure; Kansas; *Kansas Library Network Board

The Kansas Library Network Board (KLNB) appointed a Distance Learning Committee to investigate the possibilities for more effective cooperative arrangements between institutions sponsoring distance learning classes and local libraries. This document contains two sets of recommendations to the KLNB. The first set describes how the KLNB might assist Kansas in building the information infrastructure it needs for the future. The second set describes how the KLNB might provide immediate relief to libraries serving distance learners. The report examines the current distance learning environment in Kansas, emerging issues for distance education, the information explosion and its implications for libraries, and the Kansas state information infrastructure. (JLB)

ED 371 732 IR 016 705

Community Update: Goals 2000. April 1993-May 1994.
PUB DATE- 94
NOTE- 46p.; Originally published as "America 2000." For September 1991-January 1993 issues, see ED 354 006.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Communications Satellites; *Community Action; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Federal Programs; Government Role; Public Schools; *School Effectiveness; Teleconferencing
IDENTIFIERS- *Goals 2000; *National Education Goals 1990

This document consists of the 11 issues of this brief newsletter issued between April 1993 and May 1994. The newsletter provides information to help schools and communities to reach the National Education Goals. Each issue contains reports on monthly satellite town meetings focused on specific goals or issues; topics to be discussed in upcoming town meetings; relevant developments in the "Goals 2000: Educate America" program; publications of interest; and the Goals 2000 Community Exchange, an opportunity for communities to share problems and solutions regarding completion of the National Education Goals. (JLB)

ED 371 733 IR 016 707

Mahler, Philip
Creating Printed Materials for Mathematics with a Macintosh

ED 371 752 IR 055 073

Williams, Gertrude Rebecca
Efficacy of Computer Assisted Instruction in the Areas of Math Application and Reading Comprehension.
PUB DATE- Jul 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Software Evaluation; *Courseware; Educational Technology; Elementary School Mathematics; *High Risk Students; Instructional Innovation; Intermediate Grades; Reading Comprehension; *Standardized Tests
IDENTIFIERS- Stanford Achievement Tests

The purpose of this research was to determine whether a computer assisted instruction (CAI) program increased the reading and math standardized test scores for selected sixth grade high risk students in a rural school district. Fifty-four randomly selected students' scores on the Stanford Achievement Test (SAT) Series were compared before and after CAI with the Computer Curriculum Corporation (CCC) software. The students received two 20-minute sessions a week in the CAI lab: Ten minutes were used for math and ten for reading. This particular software provided immediate feedback and allowed students to work at their own pace. The results showed that there was a significant difference in the reading comprehension scores with no difference in the area of math application. The conclusions drawn from this research are that in order for CAI programs to be successful, they must be closely monitored for the individual student's progress and time in the CAI lab, and teachers should be aware of the CAI curriculum in order to help supplement student needs. (Contains 21 references.) (JLB)

ED 371 753 IR 055 075

Townsend, Catherine M.
Integrating Telecomputing into the Curriculum of South Carolina's Educational System.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Change; Educational Policy; *Educational Technology; Elementary Secondary Education; Information Technology; State Programs; Videotape Recordings
IDENTIFIERS- *South Carolina

This paper describes a movement by South Carolina educators over the last 10 years to integrate telecomputing into the existing curriculum and presents ideas for furthering this goal. The paper identifies four services that are seen as the most essential for all members of the educational community--students, teachers, and administrators alike: (1) personal access to electronic mail, both at school and at home; (2) immediate access to a school-wide bulletin board system giving announcements, events, and specific messages; (3) classroom access to word-processing, databases, and multimedia authoring programs; and (4) classroom access to online research materials either from the school library media center, or via the

ED 371 773 IR 055 111

A Viewer's Guide to Copyright Law: What Every School, College and Public Library Should Know.
PUB DATE- Aug 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Broadcast Industry; *Copyrights; Educational Television; *Fair Use (Copyrights); Federal Regulation; Films; *Legal Responsibility; Programming (Broadcast); Public Libraries; School Libraries; Videotape Recordings

This document covers the copyright law in order to give schools, colleges, and public libraries the information they need to use video technology. The first section contains frequently asked questions about copyright law. The second section covers developing copyright guidelines. A sample permission letter for off-air videotaping is given to serve as a guide to educators and librarians for securing permissions from copyright owners. The final section is an analysis of the copyright law including background; rights of copyright owners; definition of public performance; fair use; off-air recording guidelines; face-to-face exemption; television rights; and a conclusion. (JLB)

ED 371 774 IR 055 112

Federal Librarians in the 21st Century: Changing Roles in the Electronic Age. Summary Report on Conference Proceedings (Washington, D.C., September 15, 1993).
PUB DATE- Sep 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication (Thought Transfer); *Federal Government; Futures (of Society); *Government Libraries; Information Dissemination; *Information Technology; Librarians; Library Administration; Library Automation; Library Planning; Library Role; *Library Services; Technological Advancement; Telecommunications; User Needs (Information)
IDENTIFIERS- Information Age

This document is the summary report of the Federal Library and Information Center Committee (FLICC) conference on federal libraries in the electronic age. The conference focused on the adjustments federal librarians must make to work with their agencies' computer, telecommunications, technical information, and records management professionals to provide services to users. Summaries of the following addresses and panels are provided: "Welcome and Introduction" (Joseph W. Price and Donald C. Curran); "Keynote: The Information Future in Technology, Government, and Business" (Ronald F. Dow); "Strategic Vision for the Library Profession" (Susan K. Martin); "Communicating with Peers in Complementary Professions" (D. Lee Power, moderator); "Communicating with Management" (Herbert White); "Serving Users--Case Studies in Successful Information Delivery" (Sarah Kadec, moderator); and "Future Roles of Federal Librarians" (Robert D. Harris). The conference agenda is also included. (JLB)

ED 371 791 JC 940 384

Macnaughtan, Don, Ed.
Lane Community College Library Policy Manual. First Edition.
PUB DATE- Jul 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; Community Colleges; *Library Acquisition; Library Equipment; Library Instruction; Library Personnel; Library Role; *Library Services; *Policy Formation; Two Year Colleges
IDENTIFIERS- *Lane Community College OR; *Library Policy

In support of the stated goals and objectives of Lane Community College (LCC) in Oregon, the college library is developing a unified program of library and media resources and services. The purpose of the program is to enhance instruction and learning in a manner consistent with the philosophy and curriculum of the college. The goals of the library are to provide organized collections of print and nonprint resources which will meet institutional and instructional requirements as well as the needs of individual students; to create an environment in which resources are readily accessible, not only through the provision of appropriate facilities, furnishings, equipment, and supplies, but particularly through adequate staffing; and to facilitate learning and community services. The library is guided by the principles of the Library Bill of Rights which stands in opposition to censorship and supports access to information. In addition to presenting the mission and philosophy of LCC, the library's unifying principles, its statement of purpose and goals, and the Library Bill of Rights, this booklet presents the policies of the library with respect to: (1) the art gallery; (2) cataloging; (3) circulation and registration; (4) code of ethics; (5) collection development; (6) confidentiality and privacy; (7) copyright; (8) electronic database searching; (9) intellectual freedom; (10) library environment; (11) meetings; (12) periodicals; (13) personnel; (14) reference; (15) relationships with other libraries; (16) safety; and (17) teaching and instruction. (KP)

ED 371 792 JC 940 386

Oromaner, Mark
Putting the Staff in Staff Development.
PUB DATE- 6 Jun 94
NOTE- 21p.; Paper presented at the Annual Conference of New Jersey Association of Library Assistants (8th, South Orange, NJ, June 6-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; Community Colleges; *Faculty College Relationship; *Faculty Development; Faculty Fellowships; Grants; *Professional Development; Sabbatical Leaves; *Staff Development; Staff Orientation; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

ED 371 808 JC 940 412

King, Diane
Providing Leaders in ADA Compliance: A Business/Education Alliance.
PUB DATE- 18 Jul 94
NOTE- 35p.; Materials presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Affirmative Action; Community Colleges; *Computer Science Education; *Disabilities; *Employment Programs; Microcomputers; Partnerships in Education; Physical Disabilities; *School Business Relationship; School Community Relationship; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Microcomputer Education for Employ of Disabled FL

In an effort to help businesses comply with the Americans with Disabilities Act (ADA) of 1990 and equal opportunity employment practices, Miami-Dade Community College, in Florida, established the Microcomputer Education for Employment of the Disabled (MEED) Program, training disabled adults for careers as business applications software specialists. The MEED program focuses on technical skills training, job skills development, and interpersonal skills. Participants meet 8 hours a day, 4 to 5 days a week for 9 months, and then are placed in a 3-month internship with a local corporation. MEED is supported by Rotary International and over 100 local companies and organizations who comprise the Business Advisory Council. Council members provide resources, scholarships, equipment, and services and take active roles interviewing and selecting participants, delivering lectures, and acting as mentors. Throughout the program, the emphasis is on job readiness and placement. While MEED does not do direct job placement, it does teach the skills necessary for students to conduct their own searches. In most cases, no special accommodations are required to hire disabled persons. Visually impaired participants use text enlarging software and voice recognition technology provides full access for quadriplegics. Eighty percent of the 150 persons trained by MEED since its inception are employed in South Florida businesses with starting salaries ranging from $16,500 to $25,000. (Includes a graduate skills list, a curriculum sequence, eligibility requirements, and sample newsletters and fact sheets.) (KP)

ED 371 809 JC 940 413

Burgos-Sasscer, Ruth
Why and How To Manage Diversity.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

ED 371 827 PS 022 377

Child Nutrition Programs: Issues for the 103d Congress. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- Jan 94
NOTE- 240p.; Serial No. 103-H. Contains many pages of small type.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Federal Legislation; *Federal Programs; Government Role; *Government School Relationship; *Lunch Programs; *Nutrition; Policy Analysis; Position Papers; Program Descriptions; Program Evaluation; Public Policy; School Activities
IDENTIFIERS- Congress 103rd; *National School Lunch and Child Nutrition Act 1975; Reauthorization Legislation

This report is designed to provide members of Congress and the general public with information about the National School Lunch Program (NSLP), in light of the fact that a number of provisions of the National School Lunch and Child Nutrition Acts are to be reauthorized during the current congressional term. It contains a description of the NSLP and its current funding levels, along with an analysis of the relationship between NSLP disbursements to schools to cover program administration costs and school participation in the NSLP. The impact of hunger and malnutrition on student achievement is also reviewed. The bulk of the report consists of five appendixes which provide: (1) a narrative legislative history and analysis of child nutrition programs enacted since 1945; (2) letters from Senators Patrick J. Leahy (Vermont) and Richard Lugar (Indiana) in support of NSLP reauthorization; (3) letters from educational groups to members of Congress supporting NSLP reauthorization; (4) letters from state agencies to members of Congress supporting NSLP reauthorization; and (5) a 90-item annotated bibliography of materials concerning child nutrition. (MDM)

ED 371 828 PS 022 382

Bellanca, James
The Cooperative Think Tank II: Graphic Organizers To Teach Thinking in the Cooperative Classroom. K-Adult.
PUB DATE- 92
NOTE- 149p.; Highlighted pages may not copy well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Cooperative Learning; *Creative Thinking; Elementary Secondary Education; Instructional Materials; Learning Activities; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Graphic Organizers; Learning across the Curriculum; *Student Empowerment

This book contains 12 graphic organizers to use with a technique called the "triple-agenda lesson," a single lesson or unit that integrates the graphic organizers as a tool for promoting thoughtful study of course content in a cooperative learning structure. The goal of this technique is to empower each learner to become self-directed regarding what and how to learn. Each chapter of the book covers one graphic organizer

ED 371 847 PS 022 436

Buntin, Kathleen R.
Involving Parents as Partners in a Peer Facilitation Model of Parenting.
PUB DATE- 93
NOTE- 49p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Elementary Education; *Parent Education; *Parenting Skills; Parent Participation; *Peer Teaching; *Prevention; Program Descriptions; Program Development; Program Implementation; Role Models; *Substance Abuse

As a practicum project, an elementary school counselor developed and implemented a parent education program centered on the use of parents as models and peer facilitators for other parents. Based upon a survey of parents' self-professed needs, the program focused on parenting skills designed to help children avoid such high-risk behaviors as alcohol and drug use. Workshops were held for five parent volunteers to acquaint them with PRIDE Parent Training's Parent to Parent video course on alcohol and drug abuse prevention. These parents would then use the videotapes and supporting materials with other neighborhood parents in peer group meetings. Although no peer classes were held, several were scheduled for the following school year, and parental involvement in school activities increased due to interest in the program. (Three appendixes provide copies of the parent survey, along with program evaluation forms in English and Spanish.) (MDM)

ED 371 848 PS 022 439

Peters, Donald L., Ed.; Pence, Alan R., Ed.
Family Day Care: Current Research for Informed Public Policy.
PUB DATE- 92
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Caregivers; *Demography; Disabilities; Early Childhood Education; *Economic Factors; *Family Day Care; Physical Environment; *Social Influences; *Socioeconomic Influences
IDENTIFIERS- Canada; Caregiver Training; *Family Day Care Providers; *Historical Background; Parent Caregiver Relationship; United States

This book presents reviews and analyses from a variety of disciplinary perspectives that place American and Canadian family day care in a historical, demographic, social, and economic context. The 15 chapters are: (1) "Family Day Care: Issues and Information Needs" (Donald Peters and Alan Pence); (2) "Historical Perspectives on Familial and Extrafamilial Child Care: Toward a History of Family Day Care" (Judith Auerbach and Gary Woodill); (3) "The Changing Demographics of Family Day Care in the United States" (Sandra Hofferth and Ellen Kisker); (4) "Family Day Care in a Sociological Context: Data from the Canadian National Child Care Study" (Alan Pence and others); (5) "An Introduction to the Economics of Family Home Day Care" (Steven Barnett); (6) "Research Perspectives on Family Day Care" (June Pollard and Jan Fischer); (7) "Family

ED 371 868 PS 022 469

Kazmierzak, Karen S.
Current Wisdom on Homework and the Effectiveness of a Homework Checking System.
PUB DATE- 12 Apr 94
NOTE- 36p.; Exit Research Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Educational Attitudes; German; *Grades (Scholastic); High Schools; *High School Students; *Homework; *Influences; Questionnaires; Second Language Learning; Student Attitudes; *Student Evaluation

A study examined the efficacy of homework assignments on the learning and academic achievement of 13 high school students in a second-year German class. During the first and second quarters of the 1993-94 school year, each homework assignment was checked by the teacher and assigned a grade of two points if it was complete, one point if incomplete, and a zero if the assignment was not attempted. During the first quarter of the second semester, homework was assigned as before but was not checked by the teacher. The study found that students' quarterly grades were only one percentage point higher, on average, when home work was checked than when it was not, leading to higher letter grades for three students. A survey of student attitudes on the checking system and homework in general found that most students had a neutral position toward both, neither strongly favoring nor strongly opposing homework and homework grading. (Six appendixes provide information on student performance, a copy of the student questionnaire, and survey results.) (MDM)

ED 371 869 PS 022 471

Pre-School and Basic Education in Latin America and the Caribbean.
PUB DATE- Mar 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Literacy; *Educational Improvement; *Educational Trends; Elementary Education; Enrollment; Foreign Countries; *Literacy; Literacy Education; National Norms; Preschool Education; *Regional Characteristics; Tables (Data); Teacher Education
IDENTIFIERS- *Caribbean; *Latin America

This report describes the early childhood and elementary education systems in Latin America and the Caribbean islands, and examines obstacles to educational improvement in this region. Central to the report is the fact that although over 90 percent of the population enrolls in primary education at some point in their lives, 15 percent of the people of the region are completely illiterate, and even more are functionally illiterate. The first part of the report discusses: (1) access to primary education; (2) demographic trends; (3) retention; (4) dropout rates; (5) educational quality; (6) special education; (7) teacher education; and (8) adult literacy programs. The second part of the report consists of 49 tables presenting educational and demographic data on 38 nations and

ED 371 889 PS 022 518

Family Resource Coalition: 10 Years.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Employer Employee Relationship; *Family Programs; Program Descriptions; *Program Development; *Program Effectiveness; Program Evaluation; Public Policy; *Social Action; Staff Development; State Programs
IDENTIFIERS- *Family Resource and Support Programs; Family Resource Coalition IL; *Family Support

This newsletter issue focuses on the 10 years of leadership provided by the Family Resource Coalition in the support of families. The centerpiece of this anniversary issue is an interview with Coalition founder and President Bernice Weissbourd, exploring how the original ideas of the family resource movement have been implemented over the past 10 years and what her vision is for the future. Other articles in the newsletter issue include: (1) "Pioneer Programs Recall a Decade of Struggle and Success"; (2) "Family Support Principles Achieve Recognition in Many Settings"; (3) "How Family Friendly Are American Corporations?"; (4) "The View from the States: Family Resource Programs and State Policy"; (5) "Staff Development in Family Resource Programs"; (6) "Evaluating Family Resource Programs"; and (7) "America's Family Support Movement." (HTH)

ED 371 890 PS 022 519

Silvern, Joan, Ed.
A Practitioner's Notebook.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Change Strategies; Community Programs; Coping; *Family Programs; Government Role; Grandparents; Personnel Policy; Program Descriptions; *Program Improvement; Public Policy; Social Services; Television Viewing; War
IDENTIFIERS- *Family Resource and Support Programs; *Family Support

This newsletter issue focuses on strategies for program workers to help enhance family support. The newsletter includes the following articles: (1) "'But What Should I Way?': Five Principles To Help Families Deal with Television"; (2) "Shaping the Future--How to Build Partnerships with Local Community Foundations"; (3) "Family Support: An African American Tradition"; (4) "F.E.M.A.L.E.: Support and Advocacy for At-Home Mothers"; (5) "Flexibility in the Workplace: Profiles of Innovative Massachusetts Companies"; (6) "A City Grapples with Family Support: Seattle's 'Family Support Opportunities for Action'"; (7) "AIDS: The Reality in All Our Lives"; (8) "The Volunteer Payoff: Getting as Well as Giving"; (9) "Grandparents Parenting Grandchildren"; (10) "Supporting What Works"; (11) "Operation Desert Storm and Desert Shield: Families Coping with the Realities of War"; and (12) "Attracting Participants and Money: A 10-Step Marketing Plan for Family Resource Programs." In addition, the newsletter contains a statement from U.S.

ED 371 909 PS 022 742

Strong Families, Strong Schools: Building Community Partnerships for Learning. A Research Base for Family Involvement in Learning from the U.S. Department of Education.
PUB DATE- Sep 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Educational Policy; Educational Research; Elementary Secondary Education; Family Environment; Family Programs; Federal Legislation; *Parent Participation; Parent Role; Parent School Relationship; *Parent Student Relationship; *Partnerships in Education; School Business Relationship; School Community Relationship; *State Programs
IDENTIFIERS- Family Support; Riley (Richard W)

This report gives new recognition to the power and potential of the American family to improve education. Following an introduction that looks at the factors inhibiting parental involvement in their children's education, the report reviews 30 years of research indicating that the starting point of American education is parent expectations and parental involvement in their children's education. It then discusses how schools and families can develop partnerships, how the local communities can connect with families and schools, and how businesses can get involved with family support and participation in education. Legislation from different states enacted to help improve family involvement is then discussed, followed by ways that federal policies and programs can be more supportive of families. The concluding section of the report notes the difficulties inherent in such an initiative but observes that the benefits outweigh the difficulties. Over 130 references are included. Also included with the report are: (1) remarks prepared by U.S. Secretary of Education Richard Riley, announcing the report and the formation of a broad-based partnership led by the National Coalition for Parent Involvement in Education to encourage and support American families; (2) descriptions of family involvement partnerships, listed by state; (3) a copy of the press release from the Department of Education summarizing Secretary Riley's remarks; (4) a list of statistics related to family involvement; and (5) lists of members of the National Coalition for Parent Involvement in Education and members of the National Family Involvement Partners network. (HTH)

ED 371 910 RC 019 648

DeJong, David H.
Promises of the Past: A History of Indian Education in the United States.
PUB DATE- 93
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; American Indian Culture; *American Indian Education; *American Indian History; American Indian Reservations; American Indians; Educational History;

ED 371 928 RC 019 684

O'Reilly, Robert; And Others
Harnessing the Community.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Elementary Secondary Education; Emotional Problems; Foreign Countries; *High Risk Students; Learning Problems; Rural Schools; *School Community Relationship; Social Problems; Social Services; Student Attitudes; Student Needs; *Student Problems; *Teacher Attitudes
IDENTIFIERS- Alberta; Task Force Approach

The Willow Creek School Division in southern Alberta (Canada) invited leaders of various community agencies to serve on a task force to examine how changes in the local society were affecting children. The division serves approximately 2,700 rural-based students in several small rural communities. The task force was composed of the leaders of a variety of social, health, and police services, together with teachers, administrators, an official of the Alberta provincial education authority, and a member of the Board of Trustees. The task force surveyed teachers about students presenting or encountering major difficulties in school. The survey asked for a description of the problems, any in-school or community assistance being received by the student, and services needed by the student. A focus group of 12 secondary students answered questions pertaining to life at school or related to school. Although the focus-group exercise was deemed unsuccessful, it revealed that students perceived their lives as boring and enjoyed classes where participative methods of teaching were employed. Community agencies presented descriptions of their mandates and activities. The task force developed and disseminated a directory of social, psychological, health, and police services in the area. They also sent recommendations to the Board of the School Division. Although greater awareness and communication among agencies was accomplished, coordination of services remains a goal. (KS)

ED 371 929 RC 019 685

Annual Education Report: FY 1992.
PUB DATE- 93
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indian Culture; *American Indian Education; American Indian Reservations; American Indians; Educational Administration; Educational Finance; Elementary Secondary Education; Federal Indian Relationship; *Federal Programs; *Financial Support; Postsecondary Education; *Program Descriptions; *Tribally Controlled Education; Tribes
IDENTIFIERS- Bureau of Indian Affairs; *Bureau of Indian Affairs Schools

This report describes educational programs and activities funded by the Bureau of Indian Affairs for the 1991-92 school year. The Bureau's Office of Indian Education Programs (OIEP) and the education line offices are responsible for assisting schools, school boards, tribes, and other field personnel in achieving

ED 371 948 SE 054 610

Pennock, Margaret T.; Bardwell, Lisa V.
Approaching Environmental Issues in the Classroom. Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 68p.; For other booklets in the series, see SE 054 607-611.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Inservice Teacher Education; Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Program Development; *Teacher Education Programs; *Teacher Workshops; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Environmental Education Programs; *Environmental Issues

This booklet is one in a series of resource manuals to help teacher educators conduct environmental education (EE) teacher workshops or promote EE programs. The unit is presented in seven sections that describe: (1) a rationale for teaching environmental issues; (2) a five-step process for addressing environmental issues; (3) classroom approaches to environmental issues; (4) decision making, facilitating, critical thinking, and conflict management skills for students and teachers, as well as, characteristics of effective teachers of environmental issues; (5) common barriers teachers face when bringing environmental issues into the curriculum and ways to circumvent them; (6) nine activities for the workshop; and (7) a list of 34 resources for skill building, exploring issues, understanding solutions, making it happens, and organizations to contact. The nine activities make up the majority of the booklet and focus on the value of dealing with issues, skills teachers need as facilitators of students investigating issues, and what teachers can do if they choose one of the three approaches to addressing issues. (MDH)

ED 371 949 SE 054 611

Osborn, Nancy A.
Using Community Resources. Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 51p.; For other booklets in the series, see SE 054 607-610.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Community Involvement; *Community Resources; Elementary Secondary Education; *Environmental Education; Inservice Teacher Education; Program Development; *School Community Relationship; *Teacher Education Programs; *Teacher Workshops; Teaching Guides; Units of Study
IDENTIFIERS- *Environmental Education Programs

This booklet is one in a series of resource manuals to help teacher educators conduct environmental education (EE) teacher workshops or promote EE programs. This unit is for teacher workshop facilitators who want to help use community resources in EE. The introduction begins with the definition of community resources. The unit is presented in six sections that describe: (1) guidelines for conducting workshops in which you advocate

ED 371 969   SO 023 258

Sustainable Development, Grades 5 to 8: Caring for the World. Curriculum Support for Social Studies and Science Teachers.
PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Decision Making; *Development; Foreign Countries; Grade 5; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; Learning Strategies; *Science Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- *Manitoba; *Sustainable Development

This curriculum support package is intended to assist grades 5-8 teachers in Manitoba to start the process of integrating and implementing sustainable development in science and social studies courses. Containing four sections, the first section briefly outlines the origins of sustainable development, how it evolved, why it should be taught, what it is, and how it is defined. Sustainable development is defined as a set of attitudes and values that need to be incorporated into daily life, meet the needs of the present without compromising the ability of future generations to meet their own needs. It is a local decision-making process that integrates and balances the economic, societal, and environmental factors in a global context. Sustainable development decision-making understands that global thinking impacts local actions and local actions impact global well-being. The second section suggests the units and topics in social studies and science courses where sustainable development may be introduced and integrated. The third section is made up of three parts: (1) part 1 outlines an introductory strategy on sustainable development for teachers and students at the grades 5-8 level; (2) part 2 suggests several teaching and learning strategies that are curriculum and grade specific; and (3) part 3 describes a concluding participatory hands on strategy for teachers and students at the grades 5-8 level. The fourth section outlines an annotated sustainable development resource list. (OK)

ED 371 970   SO 023 259

Bigham, Darrel E.
Religious History in the Schools: A Preliminary Assessment.
PUB DATE- Jun 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Church Role; Curriculum Development; Elementary Secondary Education; Higher Education; *History; *History Instruction; *Public Schools; *Religion Studies; *United States History
IDENTIFIERS- *Indiana

This paper is a preliminary assessment and proposed plan of action resulting from a discussion of the state of religious history in Indiana schools. A group of teachers, professors, and administrators met informally in these discussions to identify opportunities for change. The group recognized that religion has been a major force in history, and has been

ED 371 988 SO 024 002

Romania: Education Reform Project.
PUB DATE- Nov 92
NOTE- 20p.; The footnote on page 8 is cropped.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Curriculum Design; *Educational Change; Educational Finance; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; *Social Change; *Student Development; Teacher Education; Vocational Education
IDENTIFIERS- *Rumania; *World Bank

Romania, one of the largest but also one of the poorest nations in Eastern Europe, is moving toward a market economy and a pluralistic society. Romania's educational system reflects a failure to appreciate the value of general secondary education over early specialized vocational training. Basic schooling is compulsory through grade eight, but total enrollment is declining with the birth rate. The Ministry of Education and Sciences (MOES) has coordinated preschool through higher education and scientific research since 1990. MOES sets the curriculum for all primary schools, and there is a highly prescriptive curriculum on the secondary level. Student-teacher ratios are low by international standards, and teacher pay is based on training and experience. Preservice teacher education begins on the secondary level. Students receive textbooks for free, including those texts printed in 13 minority languages. Education spending in Romania is low by international comparisons, and the central government is the source of most funding. The World Bank proposes a five-year education reform program to be implemented by MOES. The project would seek to raise the quality of basic and secondary education, restructure vocational education, and improve educational finance and management. Among the benefits of such a program would be greater employment flexibility in a changing world, a more rational allocation of educational resources, and more generally, improved preparation for Romanian students for the nation's newly democratized mentality. (SG)

ED 371 989 SO 024 003

Fullinwider, Robert K.
Multiculturalism: Themes and Variations.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Problems; Cultural Differences; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Higher Education; Individual Characteristics; *Multicultural Education; *Student Development; Student Problems; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *World Views

Although critics frequently attack the concept, multicultural education is neither a new nor a single idea. Cultural factors have become increasingly important for teachers and students alike. In that sense, teachers, administrators, and curriculum designers must become more multicultural. It is helpful to

ED 372 009   SO 024 078

Ray, Michelle
Decreasing Reliance on Middle School Social Studies Textbooks through Staff Development.
PUB DATE- 93
NOTE- 54p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Strategies; *Instructional Effectiveness; *Instructional Improvement; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Questionnaires; Resource Materials; *Social Studies; *Staff Development; Textbook Research; *Textbooks

Social studies teachers utilized outmoded textbooks to assign, discuss, and test a model that allowed little time for integration of other resources besides the text. With training, the teachers began to incorporate other instructional strategies. A questionnaire administered to six social studies teachers showed that five out of the six teachers used the text or notes based on the text on average 40 minutes out of every 50 minutes, and a questionnaire of 30 middle school students showed that 28 of the students studied for tests by exclusively using notes from lectures and questions from the end of the chapter. After administration of the questionnaires, teachers and students were trained in the use of innovative instructional strategies. The results indicated that the students spent approximately 1.5 periods per week using alternative strategies and resources other than the text. The teachers learned at least two new instructional strategies such as KWL and conceptual mapping. Resources used besides the text include the computer lab, newspapers, reference as well as authentic literature experiences, and hands on projects. All six of the teachers indicated in the post-questionnaire some growth using alternative resources and feeling comfortable using at least one strategy to some extent. (CK)

ED 372 010   SO 024 091

Peace Education. Reports and Miniprints from the Malmo School of Education, 1990-1993. Peace Education Miniprints No. 57.
PUB DATE- Feb 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Global Approach; Higher Education; *Peace; *Research and Development; Social Science Research
IDENTIFIERS- *Peace Education; Peace Education Commission; Preparedness for Peace

The project group, "Preparedness for Peace," does research and development work on peace education and related aspects of internationalizing of school teaching. This miniprint lists 135 reports and miniprints from work published during the years 1990-1993, and includes reports and miniprints related to the work of the PEC (Peace Education Commission of the International Peace Research Association) that are published by the Malmo School of Education (Sweden). If the title is given in English only, the language of the report is English. For reports written in a Scandinavian language or in German, the

ED 372 028 SP 035 261

Whitehead, Jack
Creating a Living Educational Theory from an Analysis of My Own Educational Practices: How Do You Create and Test the Validity of Your Living Educational Theory?
PUB DATE- 8 Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; *Educational Practices; *Educational Theories; Elementary Secondary Education; Higher Education; *Individual Development; Research Methodology; *Self Evaluation (Individuals); Teacher Education Programs; Teacher Educators; Teaching Experience; *Validity; Values
IDENTIFIERS- *Teacher Researchers

This conference presentation describes the characteristics of a living educational theory, explores its implications for self-study methodology, and offers a self-study from an educative relationship with a teacher educator. The theory has its basis in the following ideas: educators exist as living contradictions when their values are negated in practice within themselves, their institutions, and their societies; educators can move an educational enquiry forward in action-reflection cycles which have the systematic form of a living educational research methodology; and educators can construct their own living educational theories as descriptions and explanations for their own educational development as they move their educational inquiries forward on the basis of experiencing themselves as living contradictions using the action-reflection cycle. The paper promotes the view that educational theory can be reconstructed from action research in which practitioners research their own professional practice and describe and explain their educational development as learners as they attempt to improve the quality of their practice. Excerpts are presented from a Master of Education dissertation by Peggy Kok titled "The Art of an Educational Enquirer" to explain the educative relationship with a teacher and the development of an understanding of the nature of education. (Contains 38 references.) (JDD)

ED 372 029 SP 035 263

Colomb, Jacques
Comparative Didactic: A New Research Perspective.
PUB DATE- 28 Feb 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Educational Theories; *Epistemology; Foreign Countries; Higher Education; High Schools; Instruction; *Intellectual Disciplines; Junior High Schools; Models; Teaching Methods
IDENTIFIERS- *Comparative Didactic; *Discipline Based Teaching Theory; *Knowledge Acquisition

Comparative didactic views classroom epistemologies in various disciplines from a comparativist perspective. A diagrammatic

ED 372 047 SP 035 333

Tipton, Grant M., III; Samek, Linda L.
Reflective Infusion in Christian College Teacher Preparation.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conceptual Tempo; *Educational Practices; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Educators; *Teaching Methods; *Value Judgment
IDENTIFIERS- *Christian College Coalition; *Reflection Process

This study was conducted to examine the perceived value of reflective practices/techniques in Christian college teacher education programs; and the usage level of techniques and practices for the infusion of reflection in Christian institutions. A review of the literature determined the following 10 reflective practices and techniques as a viable sample of reflective methodologies: autobiography, case studies, critical inquiry, curriculum analysis and modification, dialoging, ethnography, forums, journals, portfolios, and problematizing (analyzing and solving problems). A survey instrument was developed and mailed to 88 individual faculty members from the Christian College Coalition. Recipients were asked to rate perceived value and usage levels of the 10 reflective practices/techniques and respond to a variety of demographic questions. The final return rate of usable surveys was 71.6 percent. According to the data analysis, respondents generally favored and hoped to increase the usage of reflective practices/techniques; and no differences were noted in the ratings of those teacher educators holding master's degrees as compared to those holding doctorates, or in the ratings of those whose background was in elementary education as opposed to secondary. Based on results of the study, recommendations and some implications for further research are included. A copy of the survey instrument is appended. (Contains approximately 30 references.) (LL)

ED 372 048 SP 035 336

School Administrative Unit Survey of AIDS/HIV Education. Report to Maine Department of Education for 1991-92.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.; Maine State Dept. of Education, Augusta.
PUB DATE- Sep 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Curriculum Development; Elementary School Students; Elementary Secondary Education; *Health Education; *Health Promotion; *Policy Formation; Program Design; School Statistics; *School Surveys; Secondary School Students; Statewide Planning
IDENTIFIERS- *Comprehensive School Health Education; *Maine; Sexually Transmitted Diseases

The Maine Department of Education conducted a survey in the spring of 1992 to determine the level of AIDS/HIV education in map; people; land and climate; government; economy; education; religion; and arts. A final chapter addresses use of the Spanish language, and includes a pronunciation guide, basic grammar facts, some useful expressions, and some typically Mexican expressions. A brief bibliography lists additional books about Mexico. (MSE)

ED 371 589 FL 022 166

Yang, Nae-Dong
Understanding Chinese Students' Language Beliefs and Learning Strategy Use.
PUB DATE- 17 Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cultural Traits; *English (Second Language); Foreign Countries; Higher Education; *Language Attitudes; *Learning Strategies; Second Language Learning; *Second Languages
IDENTIFIERS- *Chinese People; *Taiwan

A study investigated the language attitudes and language learning strategies of 505 undergraduate students of English as a Second Language (ESL) in Taiwan. All had studied English formally for at least seven years; few had lived or traveled abroad. The subjects were administered three questionnaires: a language beliefs inventory; language learning strategies inventory; and individual background survey. Results show four kinds of student beliefs about English language learning: a strong sense of self-efficacy about learning English and positive expectation of outcomes; high value placed on the learning of English; endorsement of the concept of language learning ability, with varying perceptions of the characteristics of a good language learner; and strong beliefs favoring traditional, formal language instruction. Six groups of language learning strategies also emerged: formal oral-practice strategies; strategies for compensating for limited knowledge; social strategies such as help-seeking and correction-seeking; metacognitive strategies to manage or regulate learning, such as self-monitoring; functional practice strategies, such as actively seeking opportunities to use English; and cognitive-memory strategies, including direct analysis, transformation, association, or synthesis of the target language. The study also compared results with similar studies of American ESL students. Instructional and research implications are noted. Survey data are appended. Contains 22 references. (MSE)

ED 371 590 FL 022 167

Lai, Eva F. K.
Report of a TEFL Workshop in China.
PUB DATE- 93
NOTE- 11p.; In: "Occasional Papers in English Language Teaching, 1993." p93-102.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Course Evaluation; Course Organization; Educational Environment; Educational Objectives;

and policy coordination center in Canberra; nine research and development centers specializing in various aspects of applied linguistics (language testing, language curriculum, sociolinguistics, language and technology, language acquisition, deafness and communication studies, literacy and culture, dictionary research); two research networks, one on adult literacy research and one on child English-as-a-Second-Language and literacy; a Victoria branch office; an office in Western Australia combining child and adult literacy research work, a teachers' professional development center, and a research and development center; a teaching a curriculum center in Adelaide; a business language services program in South Australia; a document design and research unit; formal collaborative arrangements with a university English language teaching and research center; and a university center for research and development on interpreting and translation. The report details the activities of each of these components, including major publications. (MSE)

ED 371 610 FL 022 255

Baez, Raquel
Reinforcing E.S.L. with Los Cumbancheros Choral Performance Group (Los Cumbancheros). Final Evaluation Report, 1992-93. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Choral Music; Educational Strategies; Elementary Education; *English (Second Language); Junior High Schools; Latin Americans; *Limited English Speaking; *Multicultural Education; *Music Education; Native Language Instruction; Parent Participation; Program Evaluation; *Singing; Spanish; Special Education; Staff Development; State Aid; Student Evaluation
IDENTIFIERS- New York City Board of Education; *Percussion Ensembles

Reinforcing E.S.L. with Los Cumbancheros Choral Performance Group was a state-funded program functioning at seven elementary and junior high schools in the Bronx (New York) in 1992-93, its fifth year. the program served 244 Latino students primarily of limited English proficiency (LEP); a few English-proficient and special education students were also served. Participants performed in a variety of multicultural activities, 152 of them in a choral group and 92 in percussion groups. Spanish native language arts (NLA) and English as a Second Language (ESL) instruction were offered in music and music theory classes. Los Cumbancheros also provided staff development and parent involvement activities. The project was successful in meeting its objectives for ESL and NLA in music theory, and for Spanish and English oral language proficiency. It also met the objectives for staff development, cultural/education activities, and parental involvement. Recommendations for program improvement include providing additional staff to assist in collecting quantitative data and developing appropriate assessment tools to document student achievement. (Author/MSE)

ED 371 611 FL 022 256

Clark, Andrew
Project Reach Final Evaluation Report, 1992-93. OREA Report.

health-related careers in the students' native language. Multicultural education, staff development, and parent participation were also program components. Project ABACUS met its objectives for Chinese and Korean NLA, content area subjects, American culture and citizenship, cultural heritage, school attitude improvement, career advisement, career development, dropout prevention, attendance, and increase in staff awareness of student needs and problems. It partially met its objective for parent involvement. It failed to meet objectives for ESL and staff ongoing education. Data to assess achievement of the Spanish NLA objective was unavailable. Recommendations for program improvement include: improved ESL instruction; stimulation of staff interest in college course enrollment; and encouragement of parent attendance at school open houses. (MSE)

ED 371 632 FL 022 287

Garrott, Carl L.
Phoneme-Grapheme Mapping: Serial Position Curves and Tonic Phonemes in Spanish.
PUB DATE- 26 Jun 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consonants; Higher Education; Language Research; Linguistic Theory; *Phoneme Grapheme Correspondence; *Phonology; Second Language Learning; *Second Languages; *Spanish; *Spelling; *Stress (Phonology); Syllables

Two experiments investigated the relationship between Spanish phonology and Spanish second-language (L2) learners' spelling success. Specifically, they examined: (1) differences in proportions of initial, middle, and final consonants spelled correctly by L2 learners; (2) differences in proportions of initial, middle, and final vowels spelled correctly; and (3) differences in correct spelling of stressed and unstressed syllables. In the first experiment, first-semester college students of Spanish spelled non-words with typical Spanish spelling conventions, all with initial, middle, and final consonants or vowels. Results showed similar proportions of correct spelling of initial and final consonants, but less common correct spelling of the middle consonants. Initial, middle, and final vowels were all correctly spelled with about the same frequency. In the second experiment, students attempted to write non-words with Spanish phonological conventions and place an accent on the appropriate vowel. It was found that phonemes in unstressed syllables tended to be spelled less accurately than those in stressed syllables, and consonant omissions and misspellings outnumbered vowel errors significantly in either stressed or unstressed syllables. It is concluded that Spanish has intrinsic phoneme-grapheme mapping difficulty, with consonants in any position more difficult than vowels to hear and spell. Contains 26 references. (MSE)

ED 371 633 FL 022 288

Kramsch, Claire
Context and Culture in Language Teaching.
PUB DATE- 93
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

IDENTIFIERS- *Africa

This report examines the state of higher education in Sub-Saharan Africa, focusing on issues of interest to philanthropic organizations seeking to assist African colleges and universities. Chapter 1 discusses the impoverished state of most African universities, due largely to economic and political decline at the national level, as well as opportunities for change and improvement, especially in South Africa. Chapter 2 looks at the work of the African Association of Universities and other representative bodies. Chapter 3 describes government-university relations, university governance, and student affairs, concentrating on the problems that African universities face in these areas and possible solutions. Chapter 4 addresses university management, discussing ways to reduce costs and enhance revenues. Chapter 5 examines research opportunities, postgraduate studies, staff development, academic publishing, library development, and information technology. Chapter 6 reviews research on higher education in Africa. Each chapter includes general and specific proposals for the improvement of higher education in Africa, including specific areas of need that can be addressed by donor organizations. (Contains approximately 180 references.) (MDM)

ED 371 653 HE 027 494

Reed, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia. 1993-94.
PUB DATE- 94
NOTE- 203p.; For the 1992-93 Statistical Profile, see ED 360 900.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Annual Reports; College Faculty; College Students; *Compensation (Remuneration); *Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Higher Education; Income; *Private Colleges; *Public Colleges; School Funds; State Universities; Statistical Data; Student Characteristics; Teacher Characteristics; Teacher Salaries; Trend Analysis
IDENTIFIERS- *West Virginia

This annual publication of the West Virginia State College and University System provides information related to enrollment, degrees conferred, faculty, and finances of the 16 public institutions of higher education in West Virginia. It also includes selected statistics on 10 independent colleges and universities in the state. Data tables comprise the bulk of the report and are listed within four chapters. The first chapter covers enrollment statistics that summarize enrollment data for the three enrollment periods and various combinations of data on enrollment, course taxonomy, student level, and demographic factors. Five and 10-year trends are also identified. The second chapter presents analyses of the degrees conferred and the teacher certifications awarded during the 1992-93 academic year by the public and independent institutions of higher education in the state. The third chapter presents faculty characteristics and average salary figures at each West Virginia public institution by highest degree and faculty rank. The fourth chapter presents fiscal data including current operating and capital revenues and expenditures and student fees. (MDM)

ED 371 654 HE 027 495

Bauer, Gabriele, Ed.; Tanner, Mark, Ed.

Student Attitudes; Student College Relationship; Student Development
IDENTIFIERS- *Diversity (Student); Focus Groups Approach

This study examined minority and nontraditional college students and how new approaches to learning and student development may validate culturally diverse students and thus improve their achievement. The project interviewed 132 first-year students at four different types of institutional settings. Students were selected from diverse cultural and academic backgrounds. Students were interviewed in focus groups of 3-6 individuals for about 90 minutes using an open-ended interview protocol. A key finding was that when external agents took the initiative to validate students, academically or interpersonally, students began to believe they could be successful. Analysis explored how students who arrived expecting to fail were transformed to confident, successful students and found that: (1) traditional students had few doubts about their ability to succeed while nontraditional students and minority students did express doubts about their ability to succeed; (2) many nontraditional students needed active intervention from significant others to help them negotiate institutional life; (3) success during the first year may be contingent on whether students become involved in institutional life or whether external agents can validate students; (4) even the most vulnerable students can become powerful learners through in- and out-of-class validation; and (5) college involvement is not easy for nontraditional students. (JB)

ED 371 673 HE 027 514

Rendon, Laura I.
Transforming At-Risk Students into Powerful Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 24 Mar 93
NOTE- 23p.; Paper presented at the National Conference of the American Association for Higher Education (Chicago, Il, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; Black Students; *College Students; *Community Colleges; Higher Education; *High Risk Students; Hispanic Americans; *Interpersonal Communication; Minority Groups; Nontraditional Students; Qualitative Research; School Holding Power; *Self Concept; Student Attitudes; *Student College Relationship; Student Development
IDENTIFIERS- African Americans; *Diversity (Student); Focus Groups Approach

This study assessed how in- and out-of-class experiences influenced diverse students' learning and development in college. The study took place at two community colleges, one with a predominant minority group of Hispanics, the other with a large African American minority group. There researchers conducted focus groups with 3-6 students per group with a total of 49 students. Interviews were transcribed, initial impressions and themes were catalogued using HyperQual, and data were analyzed with inductive methods. The study concluded that validation and community experiences are prerequisites, not outcomes, of student development. Validation may be the missing link to student involvement, may be able to overcome the effects of part-time interaction with the institution, may comprehensive institutions of higher education with those of faculty in other college and university categories. The paper summarizes demographic features, working conditions, satisfaction and participation in academic work organizations, mobility and careers, and attitudes and orientations toward the profession and its organization. Study findings are detailed in 25 tables which display data on: (1) distribution of regular faculty by tenure status; (2) distribution of full-time and part-time regular faculty by institutional category; (3) age, gender, ethnicity, and mean income of full-time and part-time regular faculty by institution category; (4) average number of hours per week devoted to classroom teaching, by institution category; (5) orientation toward research or teaching; (6) percentage of time allocated to teaching, research, and administration by full-time and part-time regular faculty, by institution category; (7) relation of publication and number of publications to achieving tenure; (8) percentage of full-time regular faculty satisfied with their jobs, by institution category; (9) basic skills of undergraduates, by institution category; (10) quality of life, by institution category; (11) rating of administration; (12) choosing teaching as a profession; and (13) developments in respondents' disciplines. (JDD)

ED 371 692   HE 027 534

Judd, Vaughan C.
Integrating the Concept of Customer Needs into an Undergraduate Professional Selling Course in a Marketing Curricula.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Content Analysis; Curriculum; Educational Methods; Educational Practices; Higher Education; *Individual Needs; *Marketing; Needs Assessment; *Teaching Methods; *Textbook Content; Undergraduate Study

This paper argues that professional selling within the context of a marketing curricula in a business school should be described and practiced in a manner compatible with the marketing concept, which emphasizes satisfaction of consumers' needs. The paper looks at textbook approaches to sales presentations to determine their congruency with the marketing concept and buyer behavior. Analysis of a sample of 11 textbooks on professional selling shows that there are differences with regard to the way need satisfaction is treated across the various textbooks. Two customer need dimensions that are integral to the buying decision process include problem recognition and information needs. A prescription is offered for introducing students to a need-based approach to sales presentations which is compatible with the marketing concept. Students are challenged to view the sales interview as a customer need-centered process. An appendix offers specific findings related to each of the 11 textbooks analyzed. (Contains 30 references.) (JDD)

ED 371 693   HE 027 535

Annunziato, Frank R., Ed.
Newsletter of Newsletters, 1973-1993.
PUB DATE- Dec 93
NOTE- 12p.

distribution network had identified costs and developed a centralized option for the storage and distribution of braille materials, with user services at regional centers. This study explores the implementation of the centralized services and the transitional period in the following sections: (1) introduction; (2) fundamental decisions; (3) automatic data-processing development; (4) equipment and facilities; (5) operations services; (6) setup; (7) beginning operations; (8) monitoring operations; (9) estimated costs; and (10) planning and control. Eight exhibits illustrate the process. Five appendixes provide details of estimated costs and implementation needs. (SLD)

ED 371 712 IR 016 626

Johnston, Jerome; And Others
Taking the Measure of Channel One: A Three Year Perspective.
PUB DATE- Jan 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Broadcast Journalism; Comparative Analysis; *Current Events; Educational Research; *Educational Television; News Media; *News Reporting; Program Evaluation; Questionnaires; Secondary Education; Social Studies; *Student Attitudes; Tables (Data); *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Channel One

Channel One is a daily 12-minute news broadcast for schoolwide rebroadcast to grades 6 through 12. Three years of independent research have tracked its impact on schools and students. This document contains an executive summary and final report that discusses the research findings, focusing on the research during the 1992-93 school year. At that time approximately 12,000 schools received Channel One; this figure represents approximately 40% of the 12- to 18-year-olds in school. Teachers in a nationally representative sample of 100 schools generally were pleased with Channel One, and less than 10% were dissatisfied. Principals also liked Channel One, with 61% believing that it enhances their schools' current events materials. Students in 1992-93 were quite positive about Channel One, and a study of 1,500 students who viewed Channel One in comparison with 1,500 who did not indicated that scores on current events tests were 5% to 8% higher for viewers. Results from 1992-93 reflect that year's revised news presentations, which had a stronger emphasis on serious news. Results suggest the potential for Channel One, but also illustrate the importance of teacher help in assembling the somewhat fragmented knowledge in the news. Appendixes contain four supplementary tables of findings, notes on methodology, news abstracts for the program, and questionnaires used in the study. (Contains 26 references.) (SLD)

ED 371 713 IR 016 627

David, Jane L.; And Others
TENET after One Year.
PUB DATE- Feb 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Computer.

PUB DATE- 20 Nov 93

NOTE- 21p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (Boston, MA, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; Computer Graphics; *Computer Software; Educational Technology; Equations (Mathematics); Graphs; Instructional Materials; *Material Development; Mathematical Formulas; *Mathematics Instruction; *Mathematics Materials; Microcomputers; Screen Design (Computers); Symbols (Mathematics); Two Year Colleges; *Word Processing

IDENTIFIERS- *Apple Macintosh; *Microsoft Word; Printed Materials

This document gives instructions on how to use a Macintosh computer to create printed materials for mathematics. A Macintosh computer, Microsoft Word, and objected-oriented (Draw-type) art program, and a function-graphing program are capable of producing high quality printed instructional materials for mathematics. Word 5.1 has an equation editor for creating expressions which involve mathematical symbols and constructs such as rational expressions, radicals, matrices, integral and summation symbols, etc. The tables feature facilitates the placement of graphics anywhere on the page. The styles feature supports the creation of documents with uniform appearance. The advantages of object-orientated graphics are discussed and massaging the output of a function-graphing program is illustrated. Different configurations of hardware and software are also presented. (Author/JLB)

ED 371 734 IR 016 785

Orey, Michael, Ed.

New Partnerships: People, Technology, and Organizations. Proceedings of the International ADCIS Conference (35th, Nashville, Tennessee, February 15-19, 1994).

PUB DATE- 94

NOTE- 254p.; For the 1992 proceedings, see ED 356 762.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computer Networks; Computers; Computer Simulation; *Educational Media; *Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; Information Networks; Instructional Design; Intelligent Tutoring Systems; Interactive Video; *Teaching Machines

IDENTIFIERS- Association for Devel Computer Based Instr Systs; Internet; National Research and Education Network

The theme of the Association for the Development of Computer-Based Instructional Systems (ADCIS) 1994 conference was "New Partnerships: People, Technology, and Organizations." Included in the 38 papers and abstracts compiled in this document are the following topics: hypermedia; the National Research and Education Network and K-12 schools; computers in education; educational technology; problem-solving; computer-assisted learning systems; computer graphics and motivation; computers

Internet. The technology already exists to make all of these services and others available; what is needed now is commitment from teachers, administrators, governing bodies, and the financial controllers. A 23-item list of print and video references is included. (JLB)

ED 371 754 IR 055 076

Long-Range Plan for Library Services in Nevada 1993-1997.
PUB DATE- Oct 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Interlibrary Loans; Library Collection Development; Library Cooperation; Library Facilities; *Library Planning; *Library Services; *Long Range Planning; Needs Assessment; Objectives; *Public Libraries; Shared Library Resources; *State Libraries; Urban Areas; *User Needs (Information)
IDENTIFIERS- Library Services and Construction Act; *Nevada

This plan meets the requirements of the Library Services and Construction Act (LSCA) but is also designed to help identify the needs and problems of libraries in the state of Nevada and to determine the possibilities of meeting those needs. It is intended to provide a broad framework for statewide planning activities. There are currently 24 public libraries serving the Nevada public. Although public library service is available in all areas of the state, some regions have only a minimal level of service. The following goals are defined for library service in Nevada: (1) to strengthen library service for inadequately served areas; (2) to improve library services to all segments of the population through life-long learning and culturally relevant activities; (3) to provide and strengthen library services to special needs groups; (4) to strengthen public library services and resources provided by major urban libraries that serve as regional resource centers; (5) to provide and strengthen library services to residents of state-supported institutions; (6) to construct and modernize public library facilities; (7) to facilitate interlibrary cooperation and resource sharing; and (8) to strengthen the state library agency. Specific objectives are spelled out for each of these goals. Attachments list LSCA activities, the national education goals, and social, population, and income data for Nevada. (SLD)

ED 371 755 IR 055 077

The National Information Infrastructure: Requirements for Education and Training.
PUB DATE- 25 Mar 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Change; Computer Networks; Costs; *Educational Technology; Federal Legislation; *Information Dissemination; Information Networks; Information Services; Lifelong Learning; Partnerships in Education; *Policy Formation; Research and Development; *Telecommunications; *Training; User Needs (Information)
IDENTIFIERS- Information Infrastructure; *National Information Infrastructure

The National Coordinating Committee for Technology in Education and Training (NCC-TET) has developed these requirements to ensure that the National Information Infrastructure (NII)

ED 371 775 JC 940 312

Sanchez, Jorge R.
The Issue of Student Access: Fall 1990 to Fall 1993. Student Equity Report #1.
PUB DATE- Apr 94
NOTE- 97p.; For a related document, see JC 940 313.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; *Community Characteristics; Community Colleges; Diversity (Institutional); *Educational Attainment; Enrollment Trends; Institutional Characteristics; *Racial Composition; Residential Patterns; *School Demography; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Coast Community College District CA

The Coast Community College District (CCCD) in Southern California conducted a study to determine how representative the district and college student populations were of the primary service population. Recent increases in community college credit student fees significantly affected the defined student and service population. For the purpose of this analysis, the need to develop a consistent student population was important to establish a baseline comparison to the 1990 Census Population and Adult Educational Attainment data tables. The derived student population was defined as those 18 years of age or older at first census period of the fall semester, residing within the District's primary service region, who had not reported possession of a four-year or higher degree. The cities in the primary service region are Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Newport Beach, Seal Beach, Westminster and the unincorporated areas (Sunset Beach, Surfside Beach, Midway City). For each of these cities, except the unincorporated areas, this report presents the following data tables: Public Law 94-171 Population Counts; 1990 Census and Adult Educational Attainment by Race and Persons of Hispanic Origin; Student Attendance, Fall 1990-Fall 1993; Educational Attainment of Persons 20 Years and Older by Race and Hispanic Origin; Student Demographics of High School Completers Without a Bachelor's or Higher Degree, Fall 1990, Fall 1991, Fall 1992, and Fall 1993; and Student Demographics for All Students, Fall 1990, Fall 1991, Fall 1992, and Fall 1993. (KP)

ED 371 776 JC 940 313

Sanchez, Jorge R.
The Issue of Transfer: Transfer Data from CPEC/UC/CSU & the Transfer Assembly. Student Equity Report #2.
PUB DATE- Apr 94
NOTE- 23p.; For a related document, see JC 940 312.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Transfer Students; Community Colleges; Educational Mobility; Enrollment Trends; *Ethnic Distribution; Ethnic Groups; Higher Education; *Outcomes of Education; State Colleges; State Universities; Two Year Colleges
IDENTIFIERS- California (Orange County)

This report examines the flow of transfer students from Orange County community colleges to the University of California (UC), the California State University (CSU), and regionally accredited independent colleges as reported to the California

In spring 1993, Hudson County Community College (HCCC) in Jersey City, New Jersey, created a separate office to establish an ongoing staff development program for all employees. The program is designed to provide further education for employees, orientation to HCCC and its community, training, and recognition for superior performance for support personnel, and promotion of the understanding of and commitment to the mission of a comprehensive community college. Activities conducted during the office's first year included: (1) the program's first convocation; (2) a faculty orientation session; (3) faculty and staff affiliation with the National Institute for Staff and Organizational Development and the National Council for Staff, Program, and Organizational Development; (4) initial awards of the Small Grant Program, designed to improve the quality of service to the HCCC community by providing four grants of $500 each; (5) staff recognition activities, including the first Staff Recognition Day, creation of the status of "Professor Emeritus," and official recognition of employee achievement; (6) seminars and conferences for faculty and staff; (7) site visits to peer institutions; (8) dissemination of the "Staff Development Newsline"; (9) educational opportunities, including sabbaticals, tuition reimbursement, and fellowship programs; (10) establishment of a Staff Development Room, a Staff Development Committee, and a Staff Development Questionnaire. A list of reasons for conducting staff development; definitions of organization, program, and staff development, including examples of types and important characteristics of staff development programs; a list of selected staff development activities conducted at HCCC between spring 1993 and spring 1994; information about the small grants program; and sample issues of the Staff Development Newsline are included. (MAB)

ED 371 793 JC 940 387

Diehl, Patricia K.
Course Pass Rates in Fall 1993. Enrollment Analysis EA94-4.
PUB DATE- Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Community Colleges; *Credit Courses; Developmental Programs; General Education; *Grades (Scholastic); Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *Pass Rates

Student performance in individual courses constitutes a fundamental learning outcome, as assessed by the faculty. Examination of student outcomes at the course level is especially appropriate at community colleges, since as many as half the students in credit courses have no intention of earning a degree. Fall 1993 final course grades of students attending Prince George's Community College (PGCC) in Largo, Maryland, were analyzed to determine course pass rates. Study findings included the following: (1) the collegewide pass rate was 76%, down from an all-time high of 77% in fall 1992; (2) students in occupational courses had a pass rate of 83%; (3) the pass rate of students in general education courses dropped from 76% to 75%; (4) the pass rate of students in educational development courses declined for the third consecutive year; (5) disciplines with high pass rates included nuclear medicine, education, medical records, nursing, radiography, early

(150)

DESCRIPTORS- Administrative Policy; *Administrator Role; *Affirmative Action; College Administration; College Planning; Community Colleges; *Cross Cultural Training; *Cultural Differences; Cultural Pluralism; *Diversity (Institutional); *Equal Opportunities (Jobs); Minority Groups; Two Year Colleges

Demographic predictions indicate that by the end of this century only 15% of new entrants to the workforce will be white males, compared to 47% in 1985. Executives, as well as academic administrators, are being forced to learn how to manage a diverse employee population by cultivating, strengthening, and utilizing diverse talents and skills, rather than merely providing access to new groups. The barriers that exist to integrating new team members can be overcome by understanding differences of race, gender, disabilities, sexual orientation, and social class and recognizing that different groups may approach their work differently. More specifically, the following 10 strategies can help college presidents build diverse teams: (1) insist on a diverse pool of qualified candidates for managerial positions; (2) address salary inequities; (3) adopt flexible family needs policies; (5) disseminate information about student, faculty, and staff demographics; (6) provide seminars and workshops on diversity issues; (7) celebrate diverse cultural events; (8) provide opportunities for social events that bring diverse staff members and their families together; (9) set an example by behaving more like a colleague than a boss; and (10) empower the team through retreats, training in cross-cultural communication, seminars and workshops on Affirmative Action and Equal Employment Opportunity programs, encouraging innovation and new ideas, and minimizing hierarchical structures. (Contains 21 references.) (KP)

ED 371 810 JC 940 414

Transfer: Preparing for the Year 2000. A Report on the California Community Colleges Transfer Symposium (California, 1994).

PUB DATE- Jun 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Articulation (Education); College Role; *Community Colleges; Diversity (Institutional); Educational Cooperation; Educational Trends; *Equal Education; Higher Education; *Role of Education; *Transfer Policy; Transfer Programs; Transfer Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In April 1994, a Transfer Symposium was held by the California Community Colleges to bring educational analysts and policymakers together to discuss trends and issues affecting the transfer process and other aspects of educational access. This report presents transcripts from the two panel presentations and minutes from the three discussion sessions that comprised the Symposium. The first panel presentation, "The Role of Community Colleges in California Higher Education: Looking Forward," discusses the issue of access in the face of spiraling costs and declining enrollments, and the urgency of finding new solutions for access problems. The second panel presentation, "Community College Overview: Roles and Responsibilities in the Transfer Process," examines student access in the community college transfer process and what colleges are and are not doing to promote transfer. Next, minutes from the first discussion session, "Student Equity and

and includes instructions on how to use it in the classroom; a sidebar highlighting the purpose, vocabulary, and thinking skills employed; suggestions for testing; optional activities; topics for elementary, middle school, and secondary levels; and examples. The graphic organizers included are: (1) "The Prediction Tree"; (2) "The KWL"; (3) "The PMI"; (4) "The Information Chart"; (5) "Fat and Skinny Questions"; (6) "The T-Chart"; (7) "The Gathering Grid"; (8) "The Question Matrix"; (9) "The Scale"; (10) "The Frame"; (11) "The Problem-Solving Chart"; and (12) "The Decision Maker's Flow Chart." An invent-your-own model is also included, along with chapters on integrating organizers across the curriculum and evaluating student work. Copies of the organizers are included. Contains 23 references. (TJQ)

ED 371 829   PS 022 383

Farquharson, Patrice E.
Enhancing the Fiscal Outlook of a Nonprofit Agency through Board of Training, Fundraising Techniques and a Marketing Plan.
PUB DATE- 94
NOTE- 67p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Community Involvement; *Day Care Centers; Early Childhood Education; Educational Finance; *Financial Support; *Fund Raising; Governing Boards; *Private Financial Support; Program Descriptions; *Program Development; Program Effectiveness; Public Relations; School Community Relationship

This practicum focused on improving the funding of a state-supported, non-profit day care center through the development of a marketing plan, enhanced fundraising techniques, increased involvement by the center's board of directors, and heightened community awareness. To accomplish these goals, board members were interviewed and encouraged to use their influence and contacts to seek new sources of funding and donations for the center. A grant application was sent to a local agency to provide funding for a program development consultant. An illustrated brochure about the center was produced and distributed to local businesses, organizations, and individuals to attract donations of money or materials. A videotape of the day care program was also produced and shown on a local television station to increase community awareness of the center and to attract financial support. These developments led to a more than five-fold increase in funding and donations to the center in the four months after the program took effect. Board member and community involvement also increased. (Eight appendixes provide copies of correspondence, interview questions, and an abstract of the grant proposal.) (MDM)

ED 371 830   PS 022 386

Every Child Can Learn: Accommodating Differences in Elementary School.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Cognitive Style; *Continuous Progress Plan; Educational Philosophy; Elementary Education;

Day Care for Infants and Toddlers" (Carollee Howes and Laura Sakai); (8) "Family Day Care and Children with Disabilities" (Penny Deiner); (9) "The Physical Setting: Ecological Features of Family Day Care and Their Impact on Child Development" (Susan Golbeck); (10) "Dimensions of Parent-Provider Relationships in Family Day Care" (Douglas Powell and Gail Bollin); (11) "Training and Professionalism in Family Day Care" (Susan Kontos and others); (12) "Models of Family Day Care and Support Services in Canada" (Irene Kyle); (13) "Models of Family Day Care and Support Services in the United States" (Joe Perreault); (14) "Assessing Quality in Family Day Care" (Richard Clifford and others); and (15) "Future Policy and Research Needs" (Arthur Emlen and Elizabeth Prescott). Each chapter includes references. (TJQ)

ED 371 849 PS 022 441

On-the-Spot Course: Early Childhood Education in Ethiopia (August 2-30, 1993). Report.
PUB DATE- Aug 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Course Descriptions; *Courses; Curriculum Development; Developmental Stages; Educational Games; Foreign Countries; International Educational Exchange; Parent Teacher Cooperation; Play; *Preschool Curriculum; Preschool Education; Questionnaires; *Teacher Educator Education; Workshops
IDENTIFIERS- *Ethiopia; Israel

This report describes a course on early childhood education methodology and practice that was held at the Ministry of Education in Addis Ababa, Ethiopia, for 35 Ethiopian early childhood educators and administrators. In addition to presenting developmental profiles of preschool children, the 3-week course addressed philosophies of early childhood education, educational toys and games, planning and curriculum development, parent involvement, and decentralization. Instruction was accomplished through lectures, small group activities, hands-on demonstrations, and field trips. The report discusses the condition of early childhood education in Ethiopia, the planning and preparation of the course, course content and procedures, and social and cultural activities provided for the participants. Accommodations provided to the instructors are also described. Nine appendixes provide: (1) a list of course participants; (2) the proposed course program; (3) the rewritten program; (4) a list of student expectations; (5) professional contacts; (6) an evaluation questionnaire; (7) the program of the closing session; (8) a copy of a speech by the course organizer; and (9) a copy of the certificate presented to course participants. (MDM)

ED 371 850 PS 022 442

On-the-Spot Course: Early Childhood Education in Kenya (July 13-30, 1993). Report.
PUB DATE- Jul 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

territories. (MDM)

ED 371 870 PS 022 472

Hodgkinson, Harold L.
Texas' Youth, Texas' Future.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- Dec 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Health; *Child Welfare; Demography; Elementary Secondary Education; Immigrants; Intervention; *Poverty; Program Descriptions; Quality of Life; *Rural Areas; Rural Schools; State Programs
IDENTIFIERS- Health Education Consortium; *Health Risk Susceptibility; *Texas

Although the children in Texas face health and welfare issues common to other states, such as changing family structures, poverty, expanding immigrant populations, and tight budgets, there are unique aspects to Texas that must be factored in. These include having 254 counties, the largest rural population of any state, and a 46 percent increase in the number of children living in poverty since 1980. These factors create problems for both education and health care delivery. This report presents a demographic profile of Texas' children and the state in which they live out their lives. It relates demographic trends to issues that are vital to the future of Texas' children so that accurate and timely planning of strategies can be developed. There are three major sections to the report. The first presents data on Texas children and families, focusing on the factors that cause children to be at risk, as well as those demographic aspects of the state that have to do with the quality of life for Texas' children. The second section deals with the specific education and health risks among Texas' children, and the third section presents some ideas as to how education and health practitioners can work together, particularly through early prevention and intervention efforts. Model programs are presented that demonstrate how to improve the lives of children and their families while saving money for the state. (TJQ)

ED 371 871 PS 022 473

Passarelli, Carole
School Nursing: Trends for the Future. National Health/Education Consortium Occasional Paper No. 9.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Nov 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Child Health; Elementary Secondary Education; Family Structure; *Health Needs; Models; Program Descriptions; *School Health Services; *School Nurses; *School Role; Social Problems
IDENTIFIERS- *Health Delivery Systems; Health Education Consortium; *School Based Health Clinics

In an effort to address the needs of the increasing number of children who are coming to school with physical and emotional

Representative Pat Schroeder, appointed chairwoman of the House Select Committee on Children, Youth, and Families, on the creation of policies and services that are more family-friendly, efficient, and effective in bringing about genuine change. (HTH)

ED 371 891 PS 022 520

Silvern, Joan, Ed.
Strengthening Youth and Family Resistance to Alcohol and Other Drug Abuse. Special Focus.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Alcohol Abuse; American Indians; Community Programs; Cultural Awareness; *Drug Abuse; Family Involvement; *Family Programs; Models; Parenting Skills; *Parent Participation; *Prevention; Program Descriptions; Residential Care; Risk
IDENTIFIERS- Family Support

This newsletter issue highlights a variety of successful youth, family, and community program models that have been developed to curb substance abuse, lessen risk factors, and strengthen protective and supportive resources for individuals and their communities. The newsletter includes the following articles: (1) "A Systems Approach to the Prevention of Alcohol and other Drug Problems"; (2) "Integrating Parent Support into Residential Treatment Programs"; (3) "Ethnic Diversity and the Involvement of Parents in Preventing Adolescent Substance Abuse"; (4) "Empowering Parents to Prevent Drug Abuse in Public Housing"; (5) "Community Partnerships for Alcohol and Other Drug Abuse Prevention"; (6) "Families and Schools Together (FAST): A Prevention Program that Works"; (7) "American Indian Families Build New Strengths on Ancient Traditions"; (8) "Parenting as Risk-Focused Prevention"; (9) "Family Involvement is Key to Successful Worksite Treatment and Prevention Programs"; (10) "DASA: A Model for Community Substance Abuse Prevention"; and (11) "Useful Evaluation for Community-Based Prevention Programs." In addition, the newsletter includes reviews of films and videos on substance abuse and prevention, and a resource file on prevention programs, publications, and organizations. (HTH)

ED 371 892 PS 022 522

Goetz, Kathy, Ed.
Work and Family. Special Focus.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Employed Parents; Employee Assistance Programs; Employer Attitudes; *Employer Employee Relationship; Employer Supported Day Care; *Family Programs; *Fringe Benefits; Personnel Needs; Personnel Policy; Program Descriptions
IDENTIFIERS- *Family Support

This newsletter issue focuses on issues concerning families with both parents employed outside the home and describes several employer programs designed to help employees balance their work and family life. The newsletter includes the following articles: (1) "Work and Family: 1992"; (2) "Levi Strauss and

*Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; Higher Education; Nonformal Education; Personal Narratives; Primary Sources; Treaties; *Tribally Controlled Education; Tribal Sovereignty

This book presents a historical overview of American Indian education and includes excerpts of government documents, court decisions, letters from commissioners of Indian affairs, and personal accounts. The book depicts the continuous efforts of White society to educate and assimilate Native Americans into the Euro-American culture. Chapters 1 and 2 characterize Indian education before European contact; describe traditional methods used to teach Indian children the rules, values, and world view of their society; contrast Indian education with that of early colonists; and describe early efforts to change the fundamental cultural orientation of the Indians. Other chapters cover the following topics: (1) treaty negotiations and violations; (2) mission education during the treaty years (1778-1871); (3) the religious school controversy (1869-1908); (4) tribally controlled education; (5) government boarding schools; (6) the 1928 Meriam Report that investigated all aspects of Indian affairs; (7) the Navajo-Hopi Rehabilitation Act of 1950; (8) the role of public schools; (9) the 1969 Kennedy Report that investigated the inequities of Indian education; (10) Indian self-determination and education; and (11) tribally controlled community colleges. Contains 51 references and an index. (LP)

ED 371 911   RC 019 650

Lawrence, Barbara Kent
Consolidation of Rural Schools: Mount Desert Island, Maine: A Case Study.
PUB DATE- 93
NOTE- 89p.; Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Community Involvement; *Consolidated Schools; Educational Finance; *Educational History; Elementary Secondary Education; Municipalities; Parent Attitudes; Politics of Education; *Rural Schools; School Community Relationship; Social Class
IDENTIFIERS- *Maine (Mount Desert Island); Supervisory Union Administrative Center 98 ME

In the past and present, the communities of Mount Desert Island in Maine have faced the issue of school consolidation. In 1948, the four towns of Mount Desert Island each had their own high school and several elementary schools. Despite an extensive survey and community discussion, the vote to consolidate into one high school was defeated in 1949 and again in 1959. In 1965, consolidation of the high schools was finally approved. Issues involved in the decision to consolidate included the recommendations of professionals, greater opportunities for students, a guidance program, preparation for transition to college and employment, and financial considerations. The less vocal dissenters feared loss of local control over the schools, community identification and involvement, and affordability. Interestingly, Tremont, the town with the lowest per capita income, spends the largest percentage of its budget on education, and its students outperform those from more affluent towns. The current debate on the Island concerns middle school consolidation, with little community support for the idea. The historical context for consolidation is rooted in urban and factory models of efficiency and efforts to correct effective program operation and management. The Bureau operates 186 schools including 2 colleges, provides funds to 22 tribally controlled community colleges, administers higher education grant programs, administers adult education programs, and funds the American Indian Pre-Law Institute. The report provides information on administrative services; elementary and secondary education programs; exceptional education programs; supplemental support services; postsecondary education programs; management information services; and planning, oversight, and evaluation of Bureau programs. A summary of the Annual American Indian Education Survey covers student enrollment, retention, transfers, and dropouts; high school graduation and dropout rates; results of the student academic achievement testing program; teacher, teacher aide, and counselor numbers, vacancies, and training needs; and principal tenure, years of experience, reasons for leaving, and training needs. Also included is information on the Indian Student Equalization Program, Indian School program adjustments, facilities operation and maintenance, and various other Bureau-funded activities. Appendices include an OIEP organization chart and 1992 budget summary. Report contains many data tables and graphs. (LP)

ED 371 930 RC 019 687

Anderson, Vicki
Native Americans in Fiction: A Guide to 765 Books for Librarians and Teachers, K-9.
PUB DATE- 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adolescent Literature; Alaska Natives; *American Indian Culture; American Indian History; *American Indian Literature; American Indians; American Indian Studies; Annotated Bibliographies; Books; *Childrens Literature; Elementary Secondary Education; *Fiction; Instructional Materials; Tribes
IDENTIFIERS- *Native Americans

This reference book provides bibliographic information on 765 fiction books, suitable for grades K-9, whose main themes are the social life and customs of Native Americans and their contributions to U.S. society. The collection is arranged alphabetically by tribe and covers over 125 tribes. Copyright dates range from 1960 to 1993, with some important older works included. Each entry gives author, title, bibliographic information, annotation, and grade level. Reading levels range from preschool through young adult. Each entry also includes one to three subject categories indicating what aspect of life the book covers and what kinds of information can be found. Appendices include a listing of Native American tribes and their locations; a list of the books arranged by grade level; and author, subject, and title indexes. (LP)

ED 371 931 RC 019 688

Anderson, Vicki
Immigrants in the United States in Fiction: A Guide to 705 Books for Librarians and Teachers, K-9.

community resource use; (2) advantages of using community resources to help teachers teach, further the goals of EE, and to help schools; (3) common barriers to using community resources and how to get around them; (4) the use of guest speakers, tours and site visits, community service projects, internships, and examples of school-community interactions; (5) seven workshop activities; (6) a list of 10 publications about using community resources, publications about service-learning, and organizations to contact for information. The seven activities and related masters are separated for teachers who are ready to use community resources and for those who are not. (MDH)

ED 371 950 SE 054 618

Schlenker, Richard M., Comp.
Black Box Activities for Grades Seven-Nine Science Programs and Beyond. A Supplement for Science 1, 2, &3.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; *Electric Circuits; Inservice Education; Junior High Schools; *Science Activities; *Science Instruction; *Science Process Skills; Science Teachers; Scientific Methodology
IDENTIFIERS- *Black Box Activities; Dependents Schools; Hands on Science

Many times science does not provide us with exact descriptions of phenomena or answers to questions but only allows us to make educated guesses. Black box activities encourage this method of scientific thinking because the activity is performed inside a sealed container requiring the students to hypothesize on the contents and operation of the activity. This collection of hands-on activities was developed by inservice teachers employed by the Department of Defense Dependents Schools Pacific Region and were designed to help students achieve these realizations. The activities included are as follows: (1) "The Mystery Box"; (2) "A Black Box"; (3) "Black Box Activity a Project in Inferring"; (4) Black Box Creating Your Own Constellations"; (5) "Black Box Shadows"; (6) Black Box Activity Electrical Circuits"; (7) "Black Box Grades 6-9"; (7) "Ways of Knowing-Activity 2 The Black Box"; (8) "Black Box Experiment"; (9) "The Hands Down Method of Random Sampling of Icebergs for Polar Bears and Ice Holes. A Black Box Activity"; (10) "Black Box Materials Identification"; and (11) "Milk Carton Madness." Each activity contains an overview, purpose, objectives, procedures, brief discussion of the results obtained in the classroom, and additional suggestions for classroom use. (ZWH)

ED 371 951 SE 054 620

Jones, Ileana; And Others
Girls and the Physical Sciences. Symposium Highlights (Medford, Massachusetts, March 12, 1993).
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

central in the shaping of the cultural and communal identities that constitute the U.S. experience. At the elementary, secondary, and even postsecondary levels, however, such scholarship has not been used, perhaps because of concern that the teaching of religious history violates constitutional separation of church and state. A review of curriculum and reading materials discloses a lack of emphasis on religion as a factor in history. The study and understanding of the role of religion in U.S. history is key to a real insight into the development and character of U.S. communities. In the absence of such historical perception, students, and the community as a whole, develop a deformed view of the role played by religion and religious institutions in the common life. If progress is to be made and change effected, these concerns must be shared by schools, local and state historical and cultural groups, and religious institutions (chiefly but not exclusively congregations). Strategies for change in each of these groups are enumerated. A plan of action presented consists of five steps: (1) initial discussion of the proposal; (2) environmental scan; (3) report; (4) planning conference; and (5) programming. (DK)

ED 371 971   SO 023 275

Soni, P. Sarita, Ed.
Latin America.
PUB DATE- May 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Literature; American Indians; *Anthropology; *Archaeology; Authors; Economic Development; *Faculty Promotion; Females; Foreign Countries; Higher Education; *Latin American Literature; Poetry
IDENTIFIERS- Amazon Basin; Belize; Brazil; Indiana University; *Latin America; Mexico; Peru

This serial issue features 6 members of the Indiana University System faculty who have focused their research on Latin America, past and present. The first article, "A Literature of Their Own," highlights Darlene Sadlier's research on Brazilian women's fiction and poetry that has led to an interest in the interplay of Brazilian and Portuguese literary worlds. The second article explores the research of Gordon Brotherston, who has based his studies on original Native American texts while focusing on the Nahua-speaking cultures of Mexico. The third article discusses Norman Bradley, who has used his painting inspired by Mayan art to journey in his personal inner world through shape, color, and paint. The fourt article discusses the work done by Geoffrey Conrad in San Antonio, Peru, in piecing together the elements of the lives of people who left no written language. By combining archaeology and ethnohistory in the study of later prehistory, Conrad hopes to generate hypotheses about the early development of Peruvian civilization. The fifth article focuses on K. Anne Pyburn, an anthropologist whose projects are founded on the principle of community involvement. While attempting to excavate a grouping of Maya ruins in the north central region of Belize, she tried to bring about economic benefits for the modern village nearby. At the same time, Pyburn hoped to track the development of economic classes among the Maya who once inhabited the site. The sixth and final article features anthropology professor Emilio Moran's study of secondary growth following deforestation in the Amazon rain forest. (DK) define multicultural education as education that is responsive to cultural differences, with the aim to: (1) promote individual student achievement; and (2) promote mutual respect and tolerance among students. Analysts differ over whether teachers should be judgmental concerning the culturally based student behavior they observe. The need to avoid ethnocentrism, however, does not necessarily mean teachers must be entirely nonjudgmental. It is possible to evaluate another's behavior by first interpreting that behavior properly. Multicultural education may have the aim of training students for future citizenship in a diverse society. Broader goals may include a reduction in prejudice and discrimination, the provision of social justice and equal opportunity, and an equal distribution of power among all groups. Such education becomes increasingly controversial as it expands beyond the basic goals of good citizenship. The underlying aim of multicultural education should be giving students a more or less realistic view of the world and helping them think for themselves. To succeed, the effort must bring to its construction a true diversity of voices. (Contains 32 references and 12 endnotes). (SG)

ED 371 990   SO 024 010

C-SPAN Networks: Professors' Guide.
SPONS. AGENCY- National Cable Satellite Corp., Washington, DC.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Cable Television; *College Instruction; *Educational Technology; Federal Government; Government Role; Higher Education; *Instructional Innovation; Instructional Materials; *Mass Media Use; Political Science
IDENTIFIERS- Congress; *C SPAN

The intention of this guide is to serve as a forum for college faculty members to share ideas and articles about using C-SPAN programming in college classrooms and in academic research. The first article, "C-SPAN as a 'Lecture Launcher'" (Stephen Frantzich) illustrates how well-chosen segments of C-SPAN programming can be used to stimulate discussion in a political science course. The next article, "Capitol Hill Comes to a Classroom in Maine Through C-SPAN" (Janet M. Martin), concludes that students become more attentive analysts and observers through the use of C-SPAN. The third article, "C-SPAN in the College Classroom: A Student's Perspective" (Elizabeth Aranza) provides a student view of the use of C-SPAN. The fourth article, "C-SPAN in a Journalism Class" (Christopher McClure) cites an assignment in which C-SPAN televised speeches are used to teach analytic skills. The fifth article, "Expanding Awareness Through C-SPAN" (Janette Kenner Muir), gives several examples of using edited C-SPAN programs in political communication and rhetoric courses. The next article, "C-SPAN Video: Moving Beyond the Text" (John Sullivan), shows that examples can be used in a variety of fields to provoke students to go beyond the text. The seventh article, "Videotape Library Management" (Robert J. Snyder), provides suggestions on how to organize a videotape library. The final article, "Using C-SPAN to Teach Critical Thinking in the College Classroom" (John Splaine), presents a case study describing the use of a three-minute segment of C-SPAN to raise questions about messages, strategies, and substance. The guide concludes with further title appears first in the language of the report, followed by an English translation of the title in brackets. (CK)

ED 372 011 SO 024 092

Rathenow, Hanns-Fred
Project Work in Teacher Training as Part of Peace Education. Peace Education Miniprints No. 58.
PUB DATE- Mar 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; International Organizations; International Programs; *Peace; Process Education; *Program Descriptions; *Teacher Education; *Teacher Education Programs; Teacher Workshops; Theater Arts; Workshops
IDENTIFIERS- *Peace Education; Street Theater

The project oriented work of teacher training projects on peace educations leads the participants toward a common process of learning and experiencing. The two projects in this miniprint focus on street theater activities and international workshops. Four elements characterize the project-oriented work: (1) project on university level are dependent on cooperative planning, execution, and evaluation on an interdisciplinary basis; (2) projects should refer to social problems and to the future professions of the students; (3) the results should have an impact on the social surroundings (university, school, community); and (4) project work on social and political problems in the field of education have to be a part of applied peace education. Following descriptions of the street theater and the workshop projects, a list provides six international workshops on peace education that have been organized in Denmark (1982), Great Britain (1984), the Netherlands (1986), Germany (West Berlin, 1988), Hungary (1990), and Poland (1992). The aim and methods of each workshop show the focus of the events with each emphasizing process-oriented learning with teachers as facilitators. (Author/CK)

ED 372 012 SO 024 093

Maryland School Performance Assessment Program, 1992. Social Studies List of Outcomes and Indicators.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Cultural Pluralism; Economics; Elementary Education; Geography; Intermediate Grades; Junior High Schools; Middle Schools; *Outcomes of Education; Political Science; Problem Solving; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Thinking Skills; Values Education
IDENTIFIERS- *Maryland; *Maryland School Performance Assessment Program

The Maryland School Performance Program for 1992 puts forward social studies outcomes and indicators for grades K-3, grades 4-5, and grades 6-8. Specific indicators for each grade grouping model is suggested which takes account of problems posed by different disciplines. The model puts forward four origins of school knowledge: scientific knowledge, reference knowledge, referential praxis, and expert knowledge. With this map of the origins of school knowledge, it becomes possible to situate the different subject disciplines to the degree that they lie close to one or other of the different poles. The way in which the forms of school knowledge function within the teaching system is then discussed. Teachers obtain school knowledge by way of school district instructions, syllabus, textbooks, and so on. They put that to work in their class in the form of taught knowledge, and the final recipient is pupil knowledge. School, teacher, and pupil epistemologies pose formidable problems of compatibility. The teaching process is characterized as having contextualizing phases, decontextualizing phases, and recontextualizing phases. In scientific disciplines, teaching in junior high school is primarily arranged around contextualizing, whereas in high school it is mainly organized around decontextualizing. In nonscientific disciplines, methods of organization differ by subject. Comparative didactic is felt to provide a better understanding of the way teaching functions in different disciplines. (JDD)

ED 372 030   SP 035 279

Denton, Jon J.
Impact of a Technology Integration Grant To Restructure Teacher Education on the Faculty of One College.
PUB DATE- Apr 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; *Computer Oriented Programs; Educational Change; *Educational Technology; Elementary Secondary Education; *Equipment Utilization; *Faculty Development; Grants; Higher Education; Integrated Activities; Microcomputers; Preservice Teacher Education; Professional Development; Program Effectiveness; Schools of Education; State Aid; State Departments of Education; *Teacher Education Programs

A state department of education funded 14 Centers for Professional Development and Technology (CPDTs) to establish teacher preparation programs that are technology enhanced and field based. The restructured programs were required to be collaboratively developed, with classroom teachers comprising the largest single constituency group. This paper analyzes the impact on one of the college partners of the CPDT, when a grant representing approximately 20 percent of the college's state appropriated budget was awarded to restructure its teacher education programs. Funds from the grant provided 1.4 million dollars for technology equipment that was placed in eight school sites of five school districts and two colleges of education. Equipment included microcomputers, multimedia development stations, college-wide computer networks, and compressed video systems. Faculty workshops on technological applications at the college were not heavily subscribed and few faculty were using the featured software and skills after 18 months of the project. One faculty plan for restructuring teacher education recommends that teacher candidates proceed through three stages in order to become accomplished classroom practitioners with technology: learn about technology, learn from technology, and learn with technology. The paper concludes that the process of changing attitudes and cognition toward the State's schools. This report, consisting largely of statistical tables, reflects data collected from 561 respondents (91 percent) of high schools, combination junior and senior high schools, combination secondary and elementary schools, and junior high and middle schools. The report is divided into the following sections: background, major objectives, definitions, executive summary, methodology, and findings. Among the key findings are: (1) most of the responding middle schools, almost all of the responding high schools, and about two-thirds of the responding elementary schools offer comprehensive school health programs, AIDS/HIV education, and information on sexually transmitted diseases; (2) the frequency level of AIDS/HIV education is 100 percent of high schools, 95 percent of combination 7-12 schools, and 100 percent of K-12 schools, an increase over the previous year; (3) AIDS/HIV education was received by 55 percent of Maine's high school students and by 71 percent of middle school students, an increase over the previous year; (4) in those schools responding to the survey, HIV education is provided for students with special needs in 82 percent of the high schools, 86 percent of the middle schools, and 77 percent of the elementary schools; (5) overall, 99 percent of high schools and 78 percent of middle and junior high schools teach comprehensive health; and (6) the level of comprehensive health education is 64 percent among elementary schools. Data are displayed and results summarized in 22 charts. A copy of the survey instrument is appended. (LL)

ED 372 049   SP 035 337

Ahmad, Mahassen
Texas Nutrition Education and Training Program for Federal Fiscal Year 1993. Final Evaluation Report.
PUB DATE- 93
NOTE- 101p.; For a related document, see SP 035 338.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dietetics; Elementary Schools; Elementary Secondary Education; Federal State Relationship; Food Handling Facilities; *Food Service; Foods Instruction; Health Promotion; High Schools; *Needs Assessment; *Nutrition Instruction; Outreach Programs; Program Evaluation; *Program Improvement; Resource Materials; *School Personnel; Workshops
IDENTIFIERS- Child Nutrition Programs; *Nutrition Education and Training Program; *Texas

The Nutrition Education and Training (NET) program evaluated in this report is one of the Child Nutrition Programs of the U.S. Department of Agriculture. NET's outreach to its target populations is achieved through: (1) workshops developed by NET and delivered by contract trainers; (2) circulation of a NET library collection; (3) development and distribution of instructional and promotional materials on nutrition and food service management; (4) presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and (5) coordination with related publicly supported programs within the state. This report includes four parts: (1) an executive summary; (2) a summary of outreach of the NET Program (workshops; lending library; development and distribution of instructional materials; presentations, exhibits, and publications; and coordination with related publicly supported programs); (3) report on the project: an assessment of the nutrition education and training needs in Texas; and (4) general evaluation of the NET program

*English (Second Language); Foreign Countries; *Inservice Teacher Education; Language Skills; *Language Teachers; Program Descriptions; Program Effectiveness; Second Language Instruction; *Workshops
IDENTIFIERS- *China

The report details a 12-day workshop for 40 teachers of English as a foreign language (TEFL) held in China. It begins with an overview of the status of instruction in English as a second language (ESL) in that country, highlighting both progress and the difficulty of keeping up with demand for ESL teachers. Areas of difficulty in ESL instruction, as perceived by the teachers, are then outlined and workshop content is described. In the first week, a variety of teaching approaches were introduced, with lectures on theory in the morning and practical applications using both foreign and Chinese instructional materials demonstrated in the afternoon. In the second week, the theme was creation of a learning environment by integrating the four skill areas (listening, speaking, reading, writing) and making lessons interesting. Course evaluation results are presented, with excerpts from participants' comments. Overall, the teachers found the workshop content useful and were motivated to make their instruction more communicative and lively. Followup activities, including incentives for classroom application of workshop content, were conducted. Recommendations for further action include development of additional instructional materials and the targeting of oral proficiency in teacher training. (MSE)

ED 371 591 FL 022 173

Turner, Lyn
Second Language Writing in the Mainstream Classroom.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Bulgarian; Case Studies; *Classroom Communication; *English (Second Language); Foreign Countries; Grade 1; *Immigrants; Kindergarten; *Literacy Education; *Mainstreaming; Primary Education; Second Language Learning; Uncommonly Taught Languages; Whole Language Approach; *Writing Exercises
IDENTIFIERS- Australia

The case study of a Bulgarian immigrant child's literacy education in English as a Second Language (ESL) is presented. Focus is on the boy's literacy development within the context of a mainstream kindergarten/first grade classroom in Australia. The report details the teacher's observations in the classroom and particularly in the child's writing samples over a period of about two years. Classroom observations concern the nature and forms of the boy's interaction with other children and engagement in classroom activities. Analysis of the writing samples focuses on their content, intentions, format, and linguistic forms. The writing samples, 14 of which are reproduced here, include simple statements, a joke, illustrations, a list, a letter, opinions, a group writing activity, expository writing, a rhyming activity, and a story book. Comments on the child's oral English development are also included. In conclusion, the teacher makes some inferences about the techniques and activities used or not used, in class that may have contributed to the child's literacy development. A brief bibliography is included. (MSE)

PUB DATE- 13 Sep 93
NOTE- 41p.; For the 1991-92 report, see ED 314 602.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *Bilingual Education Programs; *English (Second Language); Federal Aid; Federal Programs; Field Trips; High Schools; Immigrants; Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Remedial Instruction; Science Instruction; Second Language Instruction; Social Studies; *Spanish Speaking; Staff Development
IDENTIFIERS- New York City Board of Education

Project Reach was a federally-funded program in its fifth and final year of operation at one Bronx (New York) high school in 1992-93. It served 926 Spanish-speaking students of limited English proficiency in grades 9-12, an increase of 184 students over the previous year, reflecting an influx of immigrants from the Dominican Republic. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), mathematics, science, and social studies. Severely undereducated students were block-programmed into a remedial component offering intensive instruction at an elementary level. The project monitored the achievement of participating students, contacting the parents of students in difficulty and taking honor roll students on field trips. It also reimbursed tuition fees for staff taking college courses, and project staff coached inexperienced teachers in bilingual education techniques. Establishment of an active parent involvement component faltered in the previous year, but the project did maintain communication with parents of students having difficulty and recruited parents to accompany field trips. The project met its objectives for ESL, science, attendance, staff development, and parent attendance at open houses. It did not meet its NLA objective or ESL and NLA objectives for the remedial component. (Author/MSE)

ED 371 612 FL 022 257

Bay, Dale
Instrumentality and Integration: A Taxonomic Approach to Analyzing Motivational Factors in Syllabus and Materials Design for English for Nursing Purposes in Japan.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Classification; *Curriculum Design; Educational Needs; English (Second Language); *English for Special Purposes; Foreign Countries; Helping Relationship; *Instructional Materials; *Language Role; Material Development; *Nursing Education; Postsecondary Education; Second Language Programs; *Student Needs; Textbook Evaluation
IDENTIFIERS- *Japan

A study investigated the content of commonly-used English-as-a-Second-Language textbooks used in Japanese nursing education and compared this information with the expressed language needs of nursing students. Seven English textbooks analyzed, all aimed at nursing students, presented instrumental language based on a situational approach to English teaching; none

(120),Books (010)
DESCRIPTORS- *Classroom Communication; *Cultural Awareness; *Cultural Context; Instructional Materials; *Language Role; Oral Language; Second Language Instruction; *Second Languages; Written Language
IDENTIFIERS- Authentic Materials

Second language teaching is viewed from the perspective that its core objective is to teach the cultural context of discourse in the target language, rather than to teach the traditional four language skills and culture as a fifth component. The discussion begins with an examination of the context of communication within the classroom, suggesting that it is affected by the subjectivity of teacher and learner. Suggestions are made for enriching the spoken discourse of the classroom by taking advantage of its diversity and variability. Then the notion of context is expanded to include interaction between readers and texts, particularly the literary texts used in the language classroom. The notion is then further expanded to include the creation of an intercultural context, through use of culturally authentic texts. Some currently advocated cross-cultural approaches for teaching texts from the media and other non-pedagogical sources are critically examined. The final chapter reflects on a critical language pedagogy that values dissent, dialogue, and dual-voiced discourse, a personal "third culture" that learners can create and use to express their meanings apart from the meanings established by either their own or the target language community. Some instructional materials and a substantial bibliography are appended. (MSE)

ED 371 634 FL 022 290

Frantz, Roger S.; Wexler, Jane
Ulpan: Functional ESOL Immersion Program for Special Education Students.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Communicative Competence (Languages); Daily Living Skills; *Disabilities; Elementary Secondary Education; *English (Second Language); High Schools; *Immersion Programs; Program Descriptions; Public Schools; Second Language Instruction; *Special Education; Visual Impairments

A program of English instruction to speakers of other languages (ESOL) designed specifically for students with disabilities is described. The program is based on the Ulpan philosophy, developed in Israel to teach Hebrew culture to immigrants. It is operated by a private organization serving individuals with disabilities, in two Philadelphia (Pennsylvania) public schools, a large high school and an elementary/middle school for the visually impaired. Participating students are 5-19 years old, from diverse ethnic backgrounds, and with diverse literacy levels and disabilities, physical, mental, and emotional. English language material is presented in 9 units, each with a theme that is addressed continuously for about a month. Grammar is not taught overtly but within the context of language functions being learned. Instruction is individualized, and self-confidence is a central aim. The

Current Approaches to International TA Preparation in Higher Education: A Collection of Program Descriptions.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English (Second Language); *Foreign Students; Higher Education; Language Proficiency; Language Tests; Program Content; *Program Descriptions; Program Evaluation; *Staff Orientation; *Standards; Student Characteristics; *Teaching Assistants; *Universities

This publication presents an overview of international teaching assistant (TA) training programs at universities in the United States, along with analyses of major themes that emerge from these program descriptions. Section 1, the bulk of the document, consists of one- to two-page descriptions of programs for international TAs that are in place at 48 universities across the United States. Each description contains information pertaining to program history, goals, structure, administration, staff, funding, language proficiency requirements, and characteristics of program participants. Section 2 presents a comparison of oral English language proficiency requirements at the universities, including an analysis of the tests used to determine such proficiency. Section 3 compares the preparation of internal TAs for their TA roles and responsibilities at the various institutions. Section 4 compares the administration, funding, and staffing of international TA programs. Section 5 addresses current issues in international TA preparation by providing a bibliography of 93 publications, dissertations, and conference presentations on the subject. Three appendixes index the TA program descriptions by university, contact person, and state. (MDM)

ED 371 655 HE 027 496

Dallinger, Judith M.; Beveridge, M. David
Faculty Satisfaction with the Influence of a Union and the Administration on Aspects of Academic Jobs.
PUB DATE- May 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Chicago, IL, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *College Faculty; *Educational Attitudes; Faculty College Relationship; Higher Education; *Job Satisfaction; Quality of Working Life; Teacher Salaries; *Unions
IDENTIFIERS- *Faculty Attitudes

This study surveyed the faculty at a moderate sized Midwestern university about their job satisfaction and the influence of the faculty union and the university administration on their job satisfaction. A total of 203 of 582 full-time faculty responded to the mailed survey questionnaire. It found that faculty members were generally more satisfied with union influence on non-monetary aspects of their job than with union influence on monetary aspects. Levels of satisfaction with union and administration influence were quite similar, except that faculty were more satisfied with union than administration influence on monthly salary and representation of the faculty interest in the state legislature. Those faculty who strongly be key to facilitating talent development, may be about making students stronger, and may lead to the transformation of students who initially believe they will not be successful. In addition, transformed students believe in their inherent capacity to learn and become excited about learning. Colleges structured for white, traditional student populations need to be concerned with what the institution can do to promote involvement. (JB)

ED 371 674   HE 027 515

Terenzini, Patrick T.
Educating for Citizenship: Freeing the Mind and Elevating the Spirit.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Oct 93
NOTE- 24p.; An earlier version of this paper was presented as the Keynote Address at the Annual Meeting of the Association for General and Liberal Studies (Memphis, TN, October 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Citizenship Education; Citizenship Responsibility; *College Environment; College Students; *Educational Experience; Higher Education; Interpersonal Relationship; Outcomes of Education; Political Attitudes; Student Attitudes; *Student Development; Thinking Skills

This speech examines the relationship between the college experience and education for citizenship in the United States. The research evidence finds changes toward greater altruism, humanitarianism and sense of civic responsibility and social conscience during the college years. Most research also shows that students' political attitudes and values become more liberal and that students have a greater interest in social and political issues and in participation in the political process. Studies also indicate that students become more egalitarian in their views on the equality of the sexes. Clear and consistent evidence indicates that students make statistically significant gains during college in the use of principled reasoning to judge moral issues. Students also appear to become more independent of parents and somewhat more mature in their interpersonal relations. Whether these changes are due to the college experience or normal maturation at this age, the weight of evidence overall suggests that a statistically significant if modest part of the changes during college can be attributed to the college experience. Institutional differences appear to have little impact on changes in students' attitudes, values, or principled moral reasoning. Certain kinds of experiences do appear to be more important: particularly place of residence and the type of interactions with faculty and peers that the living situation promotes. (Contains 11 references.) (JB)

ED 371 675   HE 027 517

Tierney, William G.
Multiculturalism in Higher Education: An Organizational Framework for Analysis.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 36p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - General (130)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Elections; *Faculty College Relationship; Higher Education; Negotiation Agreements; Trend Analysis; Union Members; *Unions

This newsletter issue lists the articles that appeared in each of the first 97 issues of the newsletter produced by the National Center for the Study of Collective Bargaining in Higher Education and the Professions. The newsletter has been published from 1973 to 1993. The list is presented in chronological order by date of publication; for each issue, the article titles and number of pages for each article are given. The list aims to provide a sense of the evolution of higher education collective bargaining during that period of time. (JDD)

ED 371 694 HE 027 536

Annunziato, Frank R.; And Others
Graduate Assistants and Unionization.
PUB DATE- May 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; Civil Rights Legislation; *Collective Bargaining; Court Litigation; Employer Employee Relationship; Graduate Students; Higher Education; Labor Conditions; *Labor Relations; Public Colleges; *Research Assistants; *Teaching Assistants; Trend Analysis; Union Members; *Unions
IDENTIFIERS- National Labor Relations Act; National Labor Relations Board; *Yale University CT

This newsletter theme issue focuses on unionization of graduate student assistants at institutions of higher education. The first article, "Graduate Assistants and Unionization" by Frank R. Annunziato, points out that more than 21,000 graduate student assistants at public sector colleges/universities are represented by unions in eight states. The National Labor Relations Board (NLRB) repeatedly ruled in the 1970s that graduate employees at private institutions are not eligible for coverage under the National Labor Relations Act (NLRA). In order for graduate assistants at private colleges to organize unions, the Federal Courts would have to overturn the NLRB, Congress would have to amend the NLRA to include graduate assistants as employees protected by the statute, or graduate assistants could seek voluntary recognition from their college and university administrations. The second article in the issue, "Making It Work: Scholarship, Employment and Power in the Academy" by Michele Janette and Tamara Joseph, describes efforts of graduate assistants in forming the Graduate Employees Student Organization (GESO) and attempting to win voluntary recognition from the Yale University (New Haven, Connecticut) administration. The GESO experience is offered as an imperfect but successful model for academic activism which has brought about changes in the material conditions of members' lives and in the self-conception of the university community. (JDD)

ED 371 695 HE 027 537

DESCRIPTORS- Comparative Analysis; *Computer Networks; Elementary Secondary Education; *Information Networks; Online Systems; *Policy Formation; Program Evaluation; Program Improvement; *State Programs; Surveys; Technological Advancement; *Telecommunications; Training; User Needs (Information)
IDENTIFIERS- Focus Groups Approach; National Research and Education Network; *Texas Education Network

A study was conducted to provide the data necessary to make informed policy and leadership decisions about the future operations of the Texas Education Network (TENET), a telecomputing network for education. Section 1, "Teaching and Learning with TENET" (Jane L. David), addresses issues of teaching and learning through the use of focus-group data from TENET users and the results of a survey of 408 users. Users were enthusiastic about TENET but identified problems with its use. Section 2, "Online TENET User Survey" (Gloria G. Frazier), describes the results of the same online survey and analyzes responses to specific questions. Section 3, "TENET in the Larger Context" (Deneen Frazier), compares TENET with other statewide networks in Pennsylvania, Florida, Virginia, and West Virginia and discusses it in the national context. Recommendations from these three studies suggest that TENET, to maintain its place as a leader in statewide telecommunications, should keep abreast of National Research and Education Network (NREN) developments, monitor its hardware and software, and provide links between local and wide-area networks. Monitoring of technical support and training and new opportunities for discussion are needed, along with increased staff and a formalized governance model. A chart compares TENET with other networks. (SLD)

ED 371 714   IR 016 628

Wang, Sherwood; And Others
Understanding Technology Infusion: Comparing Rural and Urban Contexts.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Beliefs; Case Studies; Comparative Analysis; *Computer Assisted Instruction; *Context Effect; Educational Philosophy; *Educational Technology; Elementary Secondary Education; Human Resources; Integrated Activities; Profiles; Role Models; *Rural Schools; Surveys; Teacher Attitudes; *Technological Advancement; *Urban Schools
IDENTIFIERS- Focus Groups Approach

The contextual factors that influence the infusion of technology into rural and urban schools are explored in this study of technology integration in education. Two case studies of schools that have had a technology-rich environment for at least two years are analyzed using a document review, focus-group interviews, individual interviews, and classroom observations. Organizational, technological, and human-resources profiles describe the school environments. The rural high school has 392 students in grades 8 through 12, with an overall faculty-student ratio of 1 to 10. The urban school has 1,611 students in grades 9 through 12, served by 130 faculty and staff members. In both settings, the beliefs and visions of and developmental disabilities; interactive video; the Internet; instructional design; computer simulations and problem-based learning; intelligent tutoring systems; ergonomics; and electronic performance support systems. (JLB)

ED 371 735 IR 016 787

Hunter, Connie
Application of Information Skills through the Use of Integrated Curriculum.
PUB DATE- Apr 94
NOTE- 132p.; Master's of Arts Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Course Integrated Library Instruction; Flexible Scheduling; Information Seeking; *Information Skills; *Integrated Curriculum; Intermediate Grades; Learning Resources Centers; *Librarian Teacher Cooperation; *Library Skills; Media Specialists; Questionnaires; School Libraries

This report describes a program for applying information skills through the use of integrated curriculum with intermediate students in a middle-class, suburban community located outside of Chicago. The problem was observed by the library media specialist who found that students did not transfer and apply information skills learned in an isolated situation to their classroom assignments. Analysis of the probable cause data obtained via surveys of teachers and students revealed that most students visited the library media center infrequently and rarely other than the regular weekly scheduled time. The facilities were not often used by teachers or students in connection with their regular classroom assignments. Two categories of intervention were employed. The first was implementation of altered access to and use of the library media center through flexible scheduling. The second involved collaboration of the library media specialist and classroom teacher in integrating information skills into the classroom curriculum. Students involved in this intervention were able to apply information skills to classroom assignments through the use of integrated curriculum facilitated by a flexible schedule in the library media center. Survey instruments used in the study are included in the appendix. (Author/JLB)

ED 371 736 IR 016 788

Realizing the Information Future: The Internet and Beyond.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 94
NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Computer Networks; Federal Programs; Futures (of Society); Government Role; Information Dissemination; Information Literacy; Information Management; *Information Networks; Information Services; Information Transfer; Intellectual Property; Libraries; Policy Formation; Privacy; Standards; *Telecommunications
IDENTIFIERS- Internet; *National Information Infrastructure; National Research and Education Network

This report examines the issues related to the formation of an provides expanded opportunities for education and training. A number of national organizations have contributed to these requirements, which are intended to be used in policy formation and legislation. With regard to access, the requirements ask that all Americans have affordable access to the NII, that it be accessible in a variety of learning environments, and that public and private partnerships be developed to help ensure access. Both public and private information resources should be made available to schools of various types, libraries, and arts and cultural institutions. The second group of requirements is in the area of education and training applications. These eight requirements deal with coordinated activities, research and development, the dissemination of information, and evaluation of information applications. The third set of requirements focuses on technical needs, including transmission approaches, user needs, and issues of security and standards. (Contains 9 references.) (SLD)

ED 371 756 IR 055 078

Riley, Cheryl
Ward Edwards Library's Materials in Communication Disciplines: An Assessment.
PUB DATE- 5 Apr 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliographies; College Faculty; *College Libraries; *Communications; Evaluation Methods; Higher Education; Library Collection Development; *Library Collections; Library Expenditures; Library Services; *Scholarly Journals; Tables (Data); *User Needs (Information)
IDENTIFIERS- Books for College Libraries; *Central Missouri State University; Teacher Surveys

The Ward Edwards Library of Central Missouri State University attempts to collect the materials necessary to support classroom needs and faculty research. This assessment gauges how well the library print collection supports the Department of Communication, in which undergraduate majors and postgraduate degrees are offered in a total of 85 courses. An overall review of library holdings indicates that it has 69% of the holdings suggested by "Books for College Libraries." A comparison of seven subject bibliographies in communications finds the collection fairly well balanced. In addition, the collection holds 69% of the listed communication journals. A survey of faculty opinion (about 20 faculty members) finds these highly useful. While the collection appears to be at a level that affords instructional support, the Communication Department has purchased only approximately 150 nonserial items for each of the past 3 years. This number seems too low to continue to support instruction in a field that changes so rapidly. Careful management will be needed to maintain the present collection level, and greater financial resources are required. Two tables list book holdings in Communication. Appendixes contain a list of courses in Communication and the survey results for faculty opinion of journals. (SLD)

ED 371 757 IR 055 079

Transition Plan for Braille Centralization, Study 1, Part 2.
SPONS. AGENCY- Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- 4 Mar 94

Postsecondary Education Commission (CPEC) and the Center for the Study of Community Colleges (CSCC). Data for Coastline Community College, Golden West College, and Orange Coast College are provided. Included are tables on: (1) Race/Ethnic Distribution of Transfer Students to University of California System, Fall 1986 to Fall 1992; (2) Race/Ethnic Distribution of Transfer Student to the California State University System, Fall 1986 to Fall 1992; and (3) reports showing the transfer rates for the 1992-1994 entering and transferring cohorts. Also included in the report is a table showing the flow of transfer students to the UC, CSU, and regionally accredited independent colleges and universities, fall term and full year, 1983-84 through 1992-93 from Coast, Rancho Santiago, North Orange County and Saddleback Community College Districts. (KP)

ED 371 777   JC 940 330

Sypris, Theo; And Others
Building Community for an Interdependent World among Michigan Community Colleges. AACC-Kellogg Beacon Project, Kalamazoo Valley Community College Class of 1993 Report.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 94
NOTE- 51p.; An AACC-Kellogg Beacon College Project conducted in collaboration with Delta College, Jackson Community College, Kalamazoo Valley Community College, Kellogg Community College, Macomb Community College, Mott Community College, Oakland Community College, and St. Clair County Community College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; Consortia; *Curriculum Development; *Intercultural Programs; *International Educational Exchange; *International Programs; *International Studies; Program Descriptions; Two Year Colleges
IDENTIFIERS- Beacon College Projects; Kalamazoo Valley Community College MI

The first section of the report outlines the American Association of Community Colleges-Kellogg (AACC-Kellogg) Beacon Project's objectives, which included the development of an International Education Consortium involving eight Michigan community colleges; curriculum and staff development activities; joint international activities; an electronic communications network; and publications. The second section presents a summary of project activities and outcomes, including the following: (1) the formation of the Southern Michigan Community Colleges Consortium for International Education; (2) the development by 31 faculty members of 31 international modules to be infused into a wide variety of courses in 18 disciplines; (3) the production and distribution of "Internationalizing the Curriculum," a volume including the instructional modules; (4) international colloquia and workshops conducted at each of the participating colleges; (5) activities with international themes; (6) international exchanges and travel/study abroad programs, including overseas living and work experiences in Kenya and Japan and an interdisciplinary study-tour in Mexico; (7) the development of an International Studies certificate and association degree at Kalamazoo Valley, Jackson, and Kellogg community colleges; and (8) the purchase of a variety of international materials. The third section summarizes challenges, pitfalls, rewards, and the future outlook of the project. Appendixes include lists of the 28 international childhood development, English as a foreign language, paralegal, business, criminal justice, hospitality management, and respiratory therapy; (6) disciplines with low pass rates included developmental mathematics; anthropology; mathematics; and developmental English; (7) women had higher pass rates than men (79% vs 72%); (8) students over 25 years of age had higher pass rates than students under 21 or between 21 and 25 (84% vs 70% and 75%, respectively; (9) continuing students had higher pass rates than first-time students (78% vs 72%); and (10) there were increases in the proportion of successful course completions by both first-time black and first-time white male students under age 21. (KP)

ED 371 794   JC 940 388

A Plan for the Evaluation and Continuous Improvement of Texas' Community and Technical Colleges: Report and Recommendations of the Task Force on Institutional Effectiveness to the Texas Higher Education Coordinating Board.
PUB DATE- Apr 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Assessment; Educational Quality; *Improvement Programs; Institutional Evaluation; Institutional Mission; *Performance Factors; *Program Improvement; Research Utilization; *School Effectiveness; *Statewide Planning; Technical Institutes; Two Year Colleges
IDENTIFIERS- Continuous Quality Improvement; *Texas

In May 1993, the Texas Higher Education Coordinating Board formed the Task Force on Institutional Effectiveness (TFIE) to develop a state-level evaluation and continuous improvement plan for community and technical college (CTC) workforce education and academic programs. This report presents the plan for utilizing data collected on CTC's in three main sections. Following an executive summary and recommendations, the first section describes the Task Force and its approach, indicating that it reviewed models of assessing institutional effectiveness and conducting state-level evaluations in four states. The second section describes the evaluation and continuous improvement plan, reviewing the purpose of state-level evaluation, operating definitions, TFIE assumptions in developing the plan, and the conceptual model for continuous improvement. This section also describes five critical success factors (i.e., commitment to college mission; access; achievement; quality; and effective use of resources) and performance factors for each. The third section focuses on the continuous improvement process, providing an implementation timeline, including the preparation of an annual data profile; a seven-step process for utilizing data, moving from CTC-generated data to state-level planning actions; and information on program rating and appeals processes. Extensive appendixes provide performance expectations for Texas CTC's; a description of powers and duties of the Coordinating Board; state-level goals for CTC's; a chart of performance measures by success factor; the 5-year on-site review process; and worksheets for generating profiles of access and achievement and institutional and program quality. (KP)

ED 371 795   JC 940 389

Diversity in the Transfer Process," focus on recent efforts to achieve equity for students from diverse backgrounds. Minutes from the second discussion session, "What Is the Evolving Role of the System in Ensuring Academic Success," review planning issues related to demographics, technology, funding, and the complexities of the transfer process and college mission. The final discussion, "Ask the Universities: How Can We Work Together," explores cooperative possibilities to increase effectiveness in the areas of access and instruction. Recommendations are included for each discussion session. (KP)

ED 371 811 JC 940 416

Strategic Staff Development Plan, Lansing Community College Personnel/Professional Development, 1993-1995.
PUB DATE- 94
NOTE- 39p.; Materials presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; Community Colleges; Program Descriptions; Program Implementation; *Staff Development; Strategic Planning; *Team Training; Teamwork; Two Year Colleges; *Workshops
IDENTIFIERS- Lansing Community College MI

The Strategic Staff Development Plan was implemented at Lansing Community College (LCC), in Michigan. This document describes the goals, implementation activities, and components of staff development at the college. An introduction indicates that the Plan represents over 300 hours of proposed training for LCC faculty, staff, and administrators and identifies the following five programs as a core curriculum for all college employees: team development; orientation to teams; team problem solving techniques; team work and self-directed work teams; and interpersonal communication, including listening skills and giving and receiving feedback. Next, the goal of staff development at LCC is briefly described as assisting employees to work collaboratively. Implementation of the Plan is reviewed, indicating that a cadre of internal trainers will be selected to identify learning opportunities and plan, design, and present future training related to college-wide reorganization. Also included is a professional development plan to be completed by all college personnel selecting workshops to be attended and indicating other training needs. The bulk of the report consists of descriptions and scheduling information for 24 workshops available to staff, including the 5 core workshops and workshops on such topics as developing job descriptions, meeting skills/facilitation, interviewing skills, time management, coping strategies, valuing diversity, leadership development skills, mentoring, delegation, and student advising. Calendars of activities for the last quarter of 1993, all of 1994, and the first half of 1995 are included. (KP)

ED 371 812 JC 940 421

Leitzel, Thomas C.; Vogler, Daniel E.
Curriculum Alignment: Theory to Practice.
PUB DATE- May 94

Foreign Countries; *Individual Differences; *Instructional Improvement; *Integrated Curriculum; Learning Processes; Learning Strategies; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Outcome Based Education

This Alberta (Canada) guide highlights the practical connections among results-based or outcome-based, continuous progress, and integrated curricula. It describes effective educational efforts and beliefs that accommodate differences in learning and promote learning success, and invites administrative and teaching staff to participate in collaborative discussions and efforts that promote learning success for all students. The strategies described provide a practical look at how learner success can be encouraged within the framework of continuous progress, high expectations, standards, appropriate time, and support for learning. The first eight chapters contain a topical discussion, a list of sources for that topic, and a "reflection section" that provides questions for discussion and reflection. The eight chapters are: (1) "Developing the Vision: Clarifying Our Beliefs about Teaching and Learning"; (2) "What Constitutes Learning Success for Each Child?"; (3) "Contexts for Learning"; (4) "Identifying Learner Strengths in Planning Next Steps"; (5) "Instructional Practices that Promote Continuous Learning"; (6) "Assessing Learning Progress"; (7) "Reporting Learning Growth"; and (8) "Home and School Connections." Chapter 9 contains teachers' stories, and chapter 10 offers a summary and implications. Contains approximately 75 references. Eighteen appendixes include planning and criteria sheets, forms, assessment tools, and learning and instructional profiles. (TJQ)

ED 371 831 PS 022 393

Shedlin, Allan, Jr., Ed.
Neither Damned Nor Doomed: Educating Children Prenatally Exposed to Drugs and Alcohol.
SPONS. AGENCY- Hasbro Children's Foundation, New York, NY.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Alcohol Abuse; Child Health; Child Welfare; Crack; *Drug Abuse; Early Childhood Education; *Fetal Alcohol Syndrome; *Learning Problems; Program Descriptions
IDENTIFIERS- *Drug Exposed Children; Family Intervention; *Fetal Drug Exposure; Maternal Health

Thousands of children exposed prenatally to drugs are now of school age, presenting schools and educators as well as social service agencies with enormous challenges. This book provides information from education, medical, public health, and social service experts on the degree of damage these children have sustained, whether that damage will be long-term, and what interventions can help them grow into healthy, contributing citizens. It includes research findings, model school and clinic-based programs, and an agenda for action. Following an introduction by Allan Shedlin, Jr., the articles are: (1) "Prenatal Exposure within the Context of Children in Today's Society" (Kati Haycock); (2) "Myths and Realities: What Do We Really Know about the Effects of Prenatal Exposure to Drugs and Alcohol?" (Deborah Frank); (3) "Recognizing the Meaning of Motherhood for Women in Treatment and Recovery" (Michele Shedlin); (4) "Some Observations from the Front Lines" (Rachelle Tyler) a pediatrician's view of the social needs of drug-exposed children; (5) "A Framework for Evaluating Children

DESCRIPTORS- *Classroom Techniques; Course Descriptions; *Courses; Curriculum Development; Developmental Stages; Educational Games; Foreign Countries; International Educational Exchange; Parent Teacher Cooperation; Play; *Preschool Curriculum; Preschool Education; Questionnaires; *Teacher Education; *Teaching Methods; Workshops
IDENTIFIERS- *Kenya

This report describes a course on early childhood education methodology and practice that was held at Machakos, Kenya, for 28 Kenyan early childhood teachers, social workers, and teacher educators. In addition to presenting developmental profiles of preschool children, the 12-day course addressed language enrichment activities as precursors to reading, the effects of reading instruction at a very early age, parent teacher cooperation, childhood emotional development, and children with special needs. Instruction was accomplished through lectures, small group activities, hands-on demonstrations, and field trips. The course stressed the need to actively involve children in their own education, adopt programming that meets the children's developmental needs, use educational games, foster experiential learning, and read stories to children. The report discusses the condition of early childhood education in Kenya, the planning and preparation of the course, course content and procedures. Accommodations provided to the instructors are also described. Ten appendixes provide: (1) a list of course participants; (2) the actual course program; (3) correspondence; (4) an evaluation questionnaire; (5) a speech by the chair of the Masaku County Council; (6) the graduation program; (7) the graduation certificate; (8) the original course program; (9) additional correspondence; and (10) a report by the course organizer. (MDM)

ED 371 851   PS 022 445

Quiros, Rolando
Rechten Van Kinderen (Rights of Children) Lecture on the Ombudsman for Children in Costa Rica; Lecture on the Latin American Child and Family Network. Studie- en Documentatiecentrum voor Rechten van Kinderen Cahier 7.
PUB DATE- 90
NOTE- 53p.; Papers presented at the Seminaire en Laboratorium voor Jeugdwelzijn en Volwassenenvorming (Ghent, Belgium, January 1989).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Rights; *Child Welfare; *Educational Change; Elementary Secondary Education; Federal Legislation; Foreign Countries; *Government Role; *International Educational Exchange; *Ombudsmen; Peace; Social Action
IDENTIFIERS- *Costa Rica; Latin America

These two lectures discuss children's rights and the role that government can play in helping to alleviate some of the difficulties faced by children in developing nations, focusing on the situation in Costa Rica, specifically, and Latin America, in general. The first lecture examines some of the economic and social problems in Costa Rica, their impact on children, and the Costa Rican government's decision to create the office of Ombudsman for Children. This official will be charged with instituting studies on the needs of children, examining and recommending for revision laws and legal procedures related to children, and promoting the rights of health conditions that prevent them from learning to their full potential, school systems have begun to alter the scope and nature of their school health services. Given their direct access to children, families, and school personnel, school nurses are in a unique position and have the skills and knowledge to improve children's health and their ability to learn. In order to effectively meet our nation's challenges and to best safeguard the health of its students, school nurses must have an expanded scope of practice, manage diverse client needs as well as students with more complex health problems, and become key players in the integration of various health care delivery models into the school setting. This paper describes the challenges and issues being faced today by school nurses, examines their roles in new health service delivery models, and offers recommendations for improving and expanding school nursing services. Following an introduction on trends for the future of school nursing, the paper is divided into brief chapters: (1) history of school nursing; (2) school nursing practice today; (3) two models of health service delivery; (4) futures of school nursing; (5) recommendations; and (6) model programs. Contains 28 references. (TJQ)

ED 371 872   PS 022 474

Hodgkinson, Harold L.
Florida's Youth, Florida's Future.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- Aug 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Health; *Child Welfare; Demography; Immigrants; Intervention; *Poverty; Program Descriptions; Quality of Life; State Programs
IDENTIFIERS- Educational Issues; *Florida; Health Education Consortium; *Health Risk Susceptibility

Florida's children face the same health and welfare issues found in many other states. Changing family structure, growing poverty among families with young children, limited access to health and social services, an expanding immigrant population, and a tough state budget situation make focusing on children increasingly important for policymakers. This report presents a demographic profile of Florida's children and the state in which they live. It identifies demographic trends for the children so that accurate and timely planning of strategies can be increased. There are three major sections to the report. The first presents a wide array of demographic data profiling Florida's children and families and focusing on those dimensions that indicate which children are at risk. Also included in this section are data that help to shed light on the general demographic make-up of the state. The second section describes the nature of the state of Florida as backdrop for the lives of the children at risk. The third major section presents some of the ideas about ways in which education and health systems can work more closely together, particularly through early prevention and intervention programs, that can improve the lives of children and their families while saving money for the state. Brief descriptions of some of the programs underway in the state are also included. (TJQ)

ED 371 873   PS 022 475

Co.--A Work/Family Program in Action"; (3) "Employer Guidelines for Work/Family Programs"; (4) "One Company's Experience: Fel-Pro Family Policies Pay Off"; (5) "Corporate Funds Build Resources for Working Families"; (6) "Program Providers' Roundtable on Work and Family Issues"; (7) "Work and Family Policy: An International Perspective"; (8) "Making State Government a Model Employer"; (9) "One Small Step: A Community Response to Work and Family Issues"; and (10) "The Work and Family Agenda: Not for Women Only?" In addition, the newsletter includes a program providers' roundtable discussion of work and family issues, and a resource file of information sources, organizations, and publications pertaining to work-related family issues. (HTH)

ED 371 893   PS 022 523

Goetz, Kathy, Ed.
Providing Support for Families in Special Circumstances.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Child Welfare; Cognitive Style; *Coping; Developmental Disabilities; Family Environment; *Family Programs; Fathers; Financial Support; Homeless People; Program Descriptions; Program Development; Program Evaluation; *Stress Management
IDENTIFIERS- *Family Resource and Support Programs; *Family Support

This newsletter issue focuses on collaborating and coordinating services to assist families in stressful situations such as being afflicted with AIDS, being homeless, and experiencing intervention from child protection authorities. The newsletter includes the following articles: (1) "Finding Sources of Public Funding for Your Family Resource Program"; (2) Partners for Success: Family Support for Formerly Homeless Families"; (3) "Minnesota Early Childhood Family Education: Evaluation Results"; (4) "So You're Planning a Family Resource Center: Considerations To Guide the Process"; (5) "Promoting Family-Centered Services in Health Care and Beyond"; (6) "Comprehensive AIDS Family Care Center: A Model Treatment Program in the Bronx"; "IN-PACT: Indiana's Family Support Program for People with Developmental Disabilities"; (7) "Including Fathers in Family Work: Now It's More than Just Talk"; (8) "Understanding Adults' Education and Learning Styles Helps Build Partnerships with Parents"; and (9) "U-Turn: Promoting Healthy Changes in Families with Chronic Child Protection Problems." In addition, the newsletter includes an article for family support professionals on using current telecommunications technology, specifically E-mail and electronic bulletin boards. (HTH)

ED 371 894   PS 022 524

Goetz, Kathy, Ed.
African American Families: It Takes a Whole Village To Raise a Child.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Black Achievement; *Black

inequalities in rural areas. Causes underlying consolidation include economics, politics, and social class. Resistance to consolidation may involve the reluctance of small towns to alter the culture of their communities. Current research shows that smaller schools often produce higher student achievement and higher rates of student participation in activities. (KS)

ED 371 912 RC 019 651

Lawrence, Barbara Kent
You Can Get There from Here: Involving the Community in Children's Aspirations. A Proposal for Tremont Consolidated Grammar School, Tremont, Maine.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Aspiration; Change Strategies; *College Attendance; Community Involvement; Cultural Context; *Cultural Influences; Educational History; Elementary Education; Parent Aspiration; *Parent Participation; Parent School Relationship; *Rural Schools
IDENTIFIERS- Maine (Tremont); Student Empowerment; Supervisory Union Administrative Center 98 ME

Tremont Consolidated Grammar School (Maine) has changed little in the past 50 years. The wisdom of Paulo Freire and other educators shows that student empowerment, critical thinking, and parent involvement are necessary for true education, particularly for oppressed people. An ecological approach to education involves the family, the community, business people, and educators to benefit students. The work of the Institute for Responsive Education (IRE), the League of Schools Reaching Out, and the Center for Families, Schools, Communities and Children's Learning are built on these assumptions. These organizations have developed techniques, often involving action research teams, to improve communication among school constituencies. These ideas can be applied to Tremont Consolidated Grammar School in a rural community on Mount Desert Island in Maine. Tremont is the poorest town on the Island with low rates of postsecondary education, despite high achievement scores and high school success. Many cultural traits of the homogeneous population of Tremont promote education, but other traits impede students' aspirations to higher education. Programs and strategies for raising educational aspirations are suggested that involve the whole community and address the cultural factors of fatalism, constancy, fear of children leaving the area, reluctance to assume debt, fear of the dominant society, lack of critical sense, fear of community criticism, pettiness and small mindedness, and reluctance to think abstractly or develop long-term goals. Contains 72 references. (KS)

ED 371 913 RC 019 653

Bloodsworth, Gaston; Fitzgerald, Doris
Addressing the Neglected Needs of Rural Learners.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Books; *Childrens Literature; Cultural Background; Cultural Education; Culture; Elementary Secondary Education; *Ethnic Groups; *Fiction; *Immigrants; *Immigration; Instructional Materials; Mexican Americans; United States History

This annotated bibliography identifies fiction books, suitable for grades K-9, whose main theme is the social life and customs of immigrants to the United States. The collection represents 705 titles arranged alphabetically by ethnic group. Over 60 different nationalities and ethnic groups are covered, with the most entries for Mexican. Examples of other ethnic groups included are African, Belgian, Puerto Rican, Chinese, Polish, Italian, Russian, French, German, and Vietnamese. Copyright dates range from 1965 to 1993, with some earlier classic titles included. Each entry provides author, bibliographic information, grade level, and a brief annotation. Reading levels range from preschool to young adult. Also included are one to three subject headings for each entry that indicate what aspect of life the book covers and what kinds of information can be found. Appendices include books arranged by grade level; a listing of nationality abbreviations used in the indexes; and author, title, and subject indexes. (LP)

ED 371 932 RC 019 689

Kannapel, Patricia J.; And Others
School-Based Decision Making in Rural Kentucky Schools: Interim Findings of a Five-Year, Longitudinal Study.
PUB DATE- 8 Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Discipline; *Educational Change; Elementary Secondary Education; Longitudinal Studies; *Parent Participation; *Participative Decision Making; Personnel Selection; *Rural Schools; *School Based Management
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

An ongoing 5-year study of Kentucky Education Reform Act of 1990 (KERA) implementation in four rural Kentucky school districts explores the establishment of school-based decision making (SBDM) in the 20 schools in the districts. In the 3 years since KERA took effect, 10 of the 20 schools have adopted SBDM. The paper focuses primarily on the seven schools that began formal implementation in 1991-92. Only one of the seven school councils studied practiced balanced decision making where all members (principal, teachers, and parents) participated as equals in discussion and decisions. In three councils, teachers and principals dominated decision making, although parents at two of these schools have begun to play a stronger role. The remaining three councils served as advisory groups to the principal and did not appear to be moving toward broader

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Females; *Intervention; Mathematics Education; *Physical Sciences; *Science Education; *Womens Education
IDENTIFIERS- *Authentic Assessment

The number of women in the workforce has increased dramatically. However, the number of high school females enrolled in physical science classes remains low. To aid in ensuring that females succeed in the physical sciences, a symposium was held. This document highlights the events of the aforementioned symposium. The "Girls and the Physical Sciences Symposium" had three distinct components. Opened by keynote speeches from two leading researchers and scholars, Shelia Tobias and Pat Campbell, Part 1 placed the teaching of physical science into a national context. These introductory comments helped set the stage for the second part of the document, a series of workshop presentations. Each of these sessions began with a set of findings or experiences illuminating the practice of physical science. Participants ultimately joined in discussions on one of the selected topics. These conversations contributed to the third phase of the conference, teacher exchanges, and led to a host of practical suggestions for classroom reform. The document also includes additional references related to women in the physical sciences and classroom assessment of women. (ZWH)

ED 371 952 SE 054 626

Sutton, Clive Remer
Words, Science and Learning. Developing Science and Technology Series.
PUB DATE- 92
NOTE- 121p.; For other documents in this series, see SE 054 627-630.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; Integrated Curriculum; *Language; *Natural Sciences; *Science and Society; *Science Curriculum; *Science Education; *Semantics; Teaching Methods; *Technology Education

Science and technology are often presented and taught as two separate essences. When this is done, students as well as teachers are forced to attempt to develop the appropriate linkages. This book is one of a series designed to help teachers develop their science and technological education in ways that are both satisfying to themselves and stimulating to their students. Emphases are placed on the centrality of language in scientific thinking; in particular the use, and abuse of metaphor. The chapters included are as follows: (1) "In praise of words"; (2) "Fossils of old thoughts"; (3) "Figuring things out with words"; (4) "Delightful deceits in words"; (5) "Words, seeing, and seeing as..."; (6) "Ways of seeing and ways of thinking"; (7) "Interpretations and labels"; (8) "Variation and change in meaning"; (9) "Well, Mary, what are they saying here?"; (10) "Questions of style"; (11) "'Discoveries', theories and 'facts'"; and (12) "Public knowledge and private understandings." (ZWH)

ED 371 972 SO 023 280

Naval Academy: Gender and Racial Disparities. Report to the Chairman, Committee on Armed Services, U.S. Senate.
PUB DATE- Apr 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Females; Higher Education; *Military Personnel; *Military Schools; *Minority Groups; Racial Bias; *Racial Differences; Sex Bias; *Sex Differences; Sex Role; Student Behavior
IDENTIFIERS- *Naval Academy MD

This report deals specifically with the U.S. Naval Academy and also explores how all three of the service academies have treated women and minorities. The report addresses: (1) differences in performance indicators between men and women and between whites and minorities; (2) midshipmen's perceptions of the fairness of the treatment female and minority midshipmen receive; and (3) actions the Naval Academy has taken to enhance the assimilation of women and minorities into the Academy. Most of the data in this report covers 4 full classes, 1988-91. This report does not address the causes for the gender or racial differences in the performance indicators. Performance indicators show that women have not fared as well as men with regard to class standings; academic, physical education, and military grades; outcomes of the conduct and honor systems; and attrition rates. Minority students have not fared as well as white students on these same indicators. In gender comparisons of 16 performance indicators, significant differences were found in 12 that disfavored females and in 3 that disfavored males. In white-minority comparisons using 17 indicators, significant differences were found in 12 that disfavored minorities and in 1 that disfavored whites. Results of a survey of midshipmen to determine their perceptions of how women and minorities were treated at the Academy revealed perceptions that women and minorities generally received treatment equal to that of men and whites. However, a higher percentage of women than men perceived that women were treated worse, and a higher percentage of minorities than whites perceived that minorities were treated worse. (Author/DK)

ED 371 973 SO 023 319

Oliker, Michael A., Ed.
Additional Dialogue. A Supplement to the Proceedings of the Annual Conference of the Midwest Philosophy of Education Society: 1989 and 1990.
PUB DATE- 93
NOTE- 74p.; For the 1989-90 proceedings, see ED 345 987.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Construct Validity; *Critical Thinking; *Educational Philosophy; Higher Education; Moral Development; Social Science Research; Sociology; *Writing (Composition)
IDENTIFIERS- Aristotle; *Counts (George S); Phronesis

This document contains texts of or notes for six presentations that were made at the 1989 and 1990 annual meetings of the Midwest Philosophy of Education Society. The document begins with a preface explaining that material from the meetings is or is not included and where the additional information may be information regarding the use of C-SPAN. (CK)

ED 371 991 SO 024 011

Hirschland, Roger B., Ed.
Water Matters: Every Day, Everywhere, Every Way. Teacher's Handbook.
PUB DATE- 93
NOTE- 31p.; This document was published as part of the observance of National Geography Awareness Week, November 14-20, 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Development; Elementary Secondary Education; *Environmental Education; *Geography Instruction; *Resource Allocation; Social Studies; *Water Resources

This booklet examines the subject of fresh water and the ways in which it affects every aspect of human life. The document includes an introduction and seven sections: (1) "Agriculture"; (2) "Transportation"; (3) "Culture"; (4) "Engineering"; (5) "Health and Domestic Use"; (6) "Politics and Economics"; and (7) "Industry." Inside each section is an introduction, "Aquativities" (student activities relating to fresh water), "H2...Ohs!" (featuring amazing facts about water), case studies, and "Seeking Clear Solutions" (which calls upon students to devise answers to problems involving water). A resource list concludes the document. (SG)

ED 371 992 SO 024 031

Cromer, Jim
History, Theory, and Practice of Art Criticism in Art Education. Point of View Series.
PUB DATE- 90
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; Art; Art Appreciation; *Art Criticism; *Art Education; Art Expression; *Art History; Critical Viewing; *Educational Practices; *Educational Theories; Elementary Secondary Education; Higher Education; Instructional Development; Models; Schematic Studies; Value Judgment

The purpose of the monograph is to identify instructional practices in art criticism that are based upon historical developments in aesthetics. Part 1 presents a history of the transformation of the aesthetics into the three areas of art doctrine, art history, and art criticism. Part 2 provides an overview of major developments in the history and theory of art criticism from antiquity through modern aesthetics. Part 3 presents major aesthetic schemes and criticism models in contemporary art education. Four criticism models encompass many of the historical approaches to art criticism and are transferable into teaching materials: (1) mechanistic criticism; (2) formistic criticism; (3) contextualistic criticism; and (4) organismic criticism. The basis of four aesthetic schemes in contemporary art education provides further information: (1) aesthetic responding schemes; (2) analytic schemes; (3) interpretive schemes; and unifying further delineate the following seven individual outcomes: (1) political systems--students will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in Maryland and the United States; (2) geography--students will show an understanding of geographic concepts and processes as needed to examine the role of culture, technology, and the environment in the location and distribution of human activities; (3) peoples of the nation and world--students will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, the need for global cooperation, and a multicultural perspective; (4) economics--students need to show an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in the U.S. society; (5) skills and process--students will demonstrate the ability, individually and as part of a group, to gather information, think critically, and solve problems as needed to facilitate responsible decision-making, to understand complex ideas, and to generate new ideas; (6) valuing of self and others--students will demonstrate attainment of a positive self-concept and empathy toward others in order to improve interaction among individuals and groups in a democratic society; and (7) understandings and attitudes--students will demonstrate the attainment of understandings and attitudes needed to secure a reasoned commitment to human dignity, justice, and democratic processes. (CK)

ED 372 013   SO 024 126

Luce, Eric F.; And Others
The Mississippi Gulf Coast Public's Attitudes toward the Public Schools.
PUB DATE- 10 Oct 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, October 10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Attitudes; Educational Improvement; Elementary Secondary Education; *Local Issues; *National Surveys; Opinions; *Public Opinion; *Public Schools; Social Science Research
IDENTIFIERS- *Gulf Park Poll; Mississippi (Hancock County); Mississippi (Harrison County); Mississippi (Jackson County)

In order to compare education perceptions in southern Mississippi with nationwide trends that were identified in the 1992 Gallup/Phi Delta Kappa Poll, the University of Southern Mississippi Gulf Park Poll sought opinions of respondents on the subjects of public attitudes toward public schools, presidential preferences, and state and national level political issues. Interviews were conducted of 470 randomly selected residents of the Mississippi Gulf Coast counties of Hancock, Harrison, and Jackson. As was the case in the nationwide poll, the grading of the public schools dropped when respondents were asked to grade the schools outside of their own region. Mississippi Gulf Coast respondents' views of schools in the nation as a whole reaffirmed the perception that the public schools are in poor condition. Both the Gulf Park Poll and the Gallup/Phi Delta Kappa education polls reflected the sentiment that the public wanted change and improvement in technology integration has been very challenging for the college faculty, even though adequate financial resources have been made available. (Contains 13 references.) (JDD)

ED 372 031 SP 035 298

Gamoran, Adam; Porter, Andrew C.
Teacher Empowerment: Can It Help Teaching and Learning? Final Deliverable to OERI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Centralization; Curriculum; *Educational Policy; Junior High Schools; Mathematics Education; *Participative Decision Making; *Personal Autonomy; Professional Development; School Administration; School Policy; Science Education; *Teacher Effectiveness; Teacher Responsibility; *Teacher Role; Teaching Methods; Theories
IDENTIFIERS- *Teacher Empowerment

This paper contrasts three distinct theoretical positions about the importance of empowerment for instruction and achievement. The "teacher professionalism" view maintains that empowerment enhances instruction and learning, the "bureaucratic centralization" approach argues that empowerment impedes effective teaching and learning, and the "loose coupling" perspective suggests that empowerment is largely irrelevant for what happens in classrooms. A limited test of these competing views was conducted using data from the Longitudinal Study of American youth, a national study of math and science teaching and learning in seventh and eighth grades. The study asked teachers whether they had control over classroom curricular content and teaching methods, and whether they participated in administrative decisions and in setting school policies. Results indicated that: (1) in eighth-grade math and seventh-grade science, control over curriculum content had a negative effect on achievement, whereas control over teaching methods was positively related to achievement; (2) none of the empowerment variables made a difference for achievement in seventh-grade math and eighth-grade science; and (3) the impact of empowerment did not seem to depend on teacher experience, administrative leadership, or reported levels of teacher morale and collaboration. The study concludes that ambiguities underlie calls for teacher empowerment as part of educational reform packages. (Contains 17 references.) (JDD)

ED 372 032 SP 035 299

Gamoran, Adam; And Others
Teacher Empowerment: A Policy in Search of Theory and Evidence. Final Deliverable.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Centralization; Curriculum;

(resources, activities, and outcomes). Evaluation instruments used in NET program outreach are appended. (LL)

ED 372 050 SP 035 338

Martin, Ruth E.; Hoover, Linda C.
Nutrition Education and Training Needs Assessment Project for Federal Fiscal Year 1993: Texas Nutrition Education & Training. Final Annual Report.
PUB DATE- 93
NOTE- 351p.; For a related document, see SP 035 337.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delphi Technique; Dietetics; Elementary Secondary Education; Federal State Relationship; Food Handling Facilities; *Food Service; Foods Instruction; Health Promotion; Measurement Techniques; *Needs Assessment; *Nutrition Instruction; *On the Job Training; School Personnel
IDENTIFIERS- Child Nutrition Programs; *Nutrition Education and Training Program; Program Objectives; *Texas

This report, organized into two parts, presents the needs assessment study conducted for the state of Texas. The first section describes Phase One of the study which identified the goals and criteria pertaining to each of the NET target populations, namely: children, parents, educators, food service personnel, and administrators. The second part presents the second phase which included the collection of available data, the development of data collection instruments and procedures, and use of the Delphi technique to provide effective feedback from a group of experts interested in nutrition education. The main body of this report is comprised of appendixes including: Delphi panel names; sample selection; field testing; instruments developed for grades 3, 5, 8, and 11; observed food intake and health instruments developed for children; scholastic achievement forms; instruments developed for parents and/or guardians, educators, and food service personnel; menu and dietary compliance operational practices instruments developed for food service operation; instrument developed for administrators; forms for securing required approvals; procedures; and team training for data collection. (Contains 92 references.) (LL)

ED 372 051 SP 035 339

Hobbs, Stephen; Baskett, Morris
The Development of a Health Promotion Workbook for AIDS Education Programs. Curriculum and Program Planning.
PUB DATE- Mar 94
NOTE- 356p.; Ed.D. Practicum, Nova University. Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Educational Planning; Elementary Secondary Education; Foreign Countries; *Formative Evaluation; Health Education; Health Personnel; *Health Promotion; *Material Development; *Summative Evaluation; *Workbooks

ED 371 592 FL 022 176

Richards, Jack C.; Lockhart, Charles
Reflective Teaching in Second Language Classrooms.
PUB DATE- 94
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Beliefs; Class Activities; *Classroom Communication; Classroom Observation Techniques; *Classroom Research; Classroom Techniques; Cognitive Style; Course Organization; Decision Making; Interaction; Journal Writing; Language of Instruction; *Language Role; Language Usage; Learning Strategies; Second Language Instruction; *Second Languages; Student Attitudes; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Reflective Teaching

The discussion of reflective techniques for second language teaching is intended for teacher trainees and in-service teachers and focuses on practical applications of the reflective method. Each chapter presents an important dimension of teaching and poses questions for classroom observation, investigation, and critical reflection. The suggested small-scale investigative tasks can be carried out by teachers in a variety of classroom situations. Chapter topics include: (1) an introduction to classroom investigation techniques, including teaching journals, teaching reports, surveys and questionnaires, audio and video recording, observation, and action research; (2) teacher beliefs about teaching and learning and their influence on classroom practices; (3) learners' beliefs, goals, and attitudes and their effects on learning styles and strategies; (4) the thinking process underlying teaching, and three areas of decision-making (planning, interactive, evaluative); (5) the teacher's roles in institution and classroom, the possibilities they create, and their contribution to teaching style; (6) the structure of teaching events and its impact on lesson coherence and dynamics; (7) the nature and patterns of classroom interaction; (8) activities used by teachers to achieve their instructional goals, and considerations in planning and using them; and (9) linguistic dimensions of classroom interaction, including the relationship between classroom language use and language acquisition. (MSE)

ED 371 593 FL 022 181

Palmer, F. R.
Grammatical Roles and Relations.
PUB DATE- 94
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Classification; Contrastive Linguistics; Definitions; Foreign Countries; *Form Classes (Languages); *Grammar; *Language Patterns; *Languages; Linguistic Theory; Syntax

The book is a typological study of grammatical roles, such as agent, patient, beneficiary, and of grammatical relations, such as subject (direct) and indirect object. In addition it is concerned with the devices, such as the passive, that alter the identities in such roles and relations. Its objective is to suggest a consistent and reasonably simple overall framework offered a humanistic approach to nurse-patient relations. Most of the situations presented were those in which the nurse explained a procedure to the patient. A survey of 25 second-year nursing students, 12 studying English with a native speaker and 13 with a non-native speaker, was conducted. Of both groups, 88 percent agreed strongly that they would like enough English to address patients' emotional needs, and anticipated dealing with foreign patients. A taxonomy that prescribes and predicts approaches to English for special purposes (ESP) for syllabus design, course, and materials design was developed and is presented here. It is also recommended that courses in English for nursing balance the instrumental and humanistic needs of patients and those who nurse them. Contains 10 references. (Author/MSE)

ED 371 613   FL 022 258

Manual sobre la Educacion en California para Padres de Idiomas Minoritarios (A Handbook on California Education for Language Minority Parents). Revised Edition. Spanish/English Edition.
PUB DATE- 89
NOTE- 67p.; Also available in Armenian, Chinese, Hmong, Japanese, Khmer, Korean, Laotian, Philipino, Portuguese, Samoan, Vietnamese.
LANGUAGE- Spanish; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bilingual Education Programs; Curriculum Design; *Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Minority Groups; Parent Participation; *Public Policy; *Public Schools; School Registration; School Schedules; Spanish; Statewide Planning; Student Evaluation; Student Placement; Testing; Transportation; Vocational Education
IDENTIFIERS- *California

The handbook, an update of the 1986 handbook, is designed for Spanish-speaking parents of California public school students, and answers commonly-asked questions about the state public education system and its services, particularly those of interest to this population. Information is presented in both Spanish-and English-language sections, in a question-and-answer format. Chapters address these topics: matriculation, registration, and transportation; the basic curriculum at the elementary and secondary levels; student records, promotions, and testing policy and programs; bilingual education program types and eligibility; additional educational services, including alternative, adult, continuing, vocational, and work experience education, child development programs, year-round calendars, summer school, programs for gifted and talented students, and issuing of work permits; parent participation in the schools; and the structure of the public school system. (MSE)

ED 371 614   FL 022 259

Kitao, S. Kathleen
Communicative Competence in English: Teaching about Functions.
PUB DATE- Dec 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information

grading system reflects the expectation that each individual's contribution is valuable, regardless of proficiency level. Focus is on daily living situations and real communication needs. Field trips are taken after classroom preparation. The program's teachers also act as advocates for their students in both academic and nonacademic realms. Participating students' achievement rates have been high and their willingness to communicate in English has increased. A curriculum outline is appended. (MSE)

ED 371 635 FL 022 291

Lanning, Kristina
Understanding Sri Lanka: A Cultural Examination Handbook for Peace Corps Volunteers.
PUB DATE- Jun 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Standards; Conflict Resolution; *Cultural Awareness; Cultural Context; Cultural Traits; Culture Conflict; Foreign Countries; *Hygiene; Intercultural Communication; *Interpersonal Communication; Travel; Volunteer Training; *Work Attitudes
IDENTIFIERS- Peace Corps; *Sri Lanka

The handbook is designed to help Peace Corps volunteers in Sri Lanka examine and understand the culture of that country. It looks at five general areas of culture relevant to everyday living (personal appearance, social invitations, work attitudes and relationships, interpersonal interaction and communication, and harassment) and analyzes them from four perspectives: the significant features or standards; practical ways to adjust one's own behavior; using observation of cultural similarities and differences to make inferences; and examining one's own standards and preferences. The first two perspectives are addressed with narrative explanation; the last two are offered in the form of questions. (MSE)

ED 371 636 FL 022 300

Heiderson, Mazin A.
Translation: Elements of a Craft.
PUB DATE- 22 Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Michigan Bilingual/Migrant Education Conference (17th, Ypsilanti, MI, April 21-23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Costs; Dictionaries; *Discourse Analysis; *Idioms; Interpreters; *Interpretive Skills; *Language Role; Languages; Language Usage; Linguistic Theory; Reference Materials; *Salary Wage Differentials; Skill Development; *Translation

An overview of the skills, techniques, tools, and compensation of language translators and interpreters is offered. It begins with a definition of translation and a brief history of favored being represented by the union were much more satisfied with union influence than with administrative influence. Faculty as a whole tended to be more satisfied with union and administration influence on those particular aspects of their jobs with which they were most satisfied. (MDM)

ED 371 656 HE 027 497

State of Alaska Student Financial Aid Programs. 1992-93 Annual Report.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Expenditures; Financial Audits; Grants; Higher Education; Income; *Program Administration; Program Descriptions; Scholarship Funds; *State Programs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Alaska; *Alaska Student Loan Program

This annual report describes the activities of the Alaska Commission on Postsecondary Education during the 1992-93 fiscal year and the administration of the various student financial aid programs under its direction. It discusses the Commission's mandate, membership, goals, and current functions, including priorities for the coming year and new program directions. It provides information about the administration of the Alaska Student Loan Program, the Alaska Family Education Loan Program, the Alaska Teacher Scholarship Loan Program, the Paul Douglas Teacher Scholarship Loan Program, and the Alaska Student Loan Corporation. Combined financial statements and auditors' reports are included. It also reviews the activities of the A. W. "Winn" Brindle memorial Scholarship Loan Program; the Washington, Alaska, Montana, Idaho (WAMI) Medical Exchange Program; the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program; and the State Educational Incentive Grant Program. An appendix provides additional quantitative data on the Alaska Student Loan Program. (MDM)

ED 371 657 HE 027 498

Acts of Racism and Intolerance at Connecticut Colleges and Universities 1993.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bias; Community Colleges; Cultural Awareness; Cultural Pluralism; Ethnic Bias; Higher Education; Homophobia; *Multicultural Education; *Private Colleges; Program Descriptions; *Public Colleges; *Racial Bias; Sex Bias
IDENTIFIERS- *Connecticut; *Intolerance; Racial Harassment

This report contains a summary of information submitted by public and independent colleges and universities in Connecticut concerning incidents of racism and intolerance that occurred on campuses during 1993. It reviews the number, type, and disposition of incidents that occurred and describes programs and activities undertaken to promote pluralism and to educate the campus community about appropriate and inappropriate behaviors. The bulk of the report consists of summaries of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Colleges; *Cultural Pluralism; *Higher Education; Institutional Environment; Institutional Role; Multicultural Education; Organizational Change; Organizational Climate; *Self Evaluation (Groups)
IDENTIFIERS- Foucault (Michel); Giroux (Henry); Hooks (Bell); *Postmodernism

This article suggests that a critical postmodern organizational perspective offers significant ways to assess an institution of higher education's effectiveness. The first part of the article outlines what is meant by "critical postmodernism" and then delineates a definition of multiculturalism in higher education based on the work of Henry Giroux, Michel Foucault, and bell hooks. Critical postmodernists see the individual as object and subject in history and locate action in a socio-historical realm that gets acted out on a cultural terrain that is contested, redefined, and resisted. Critical postmodernists believe that conflict is natural and to be fostered in the struggle for empowerment. This section also offers a definition of multiculturalism whereby it relates to the construction of ideas pertaining to issues such as race, class, gender, and sexual orientation. The second part develops a five-point organizational framework that an institution's participants may employ in assessing multiculturalism: (1) leadership, (2) structure, (3) decision-making, (4) finance, and (5) socialization. The framework is intended to provide a comprehensive way for an organization's participants to think about, and then analyze and change an institution's efforts toward increased multiculturalism. Contains 23 references. (JB)

ED 371 676 HE 027 518

Bensimon, Estela Mara
Bilingual Cash Machines, Multicultural Campuses and Communities of Difference.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 19p.; A version of this paper was presented at Buffalo State University (Buffalo, NY, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Change; Community Influence; Community Psychology; Cultural Differences; Cultural Influences; *Cultural Pluralism; *Diversity (Institutional); Educational Environment; Ethnic Groups; *Higher Education; Personal Narratives; Philosophy
IDENTIFIERS- *Academic Community; *Diversity (Student)

This paper explores the challenges to higher education and the academic community in light of increasing ethnic and cultural diversity. Knowledge is not objective, neutral and separate from the knower but knowers are all implicated in the ways they construe knowledge. Consequently a minority student shares her own story of immigrating to the United States from Argentina and of attending institutions of higher education as a member of an ethnic minority. She explores the challenges that diversity present to the dominant culture and community and the problem of how to construct a community centered on

Annunziato, Frank R.
Unionization among College Faculty - 1994.
PUB DATE- Feb 94
NOTE- 14p.; For the 1992 report, see ED 344 517; for the 1993 report, see HE 027 529.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Elections; Employer Employee Relationship; Higher Education; Labor Relations; Public Colleges; *Trend Analysis; Tutors; *Unions
IDENTIFIERS- University of Arkansas Little Rock; University of California Berkeley

This newsletter theme issue cites statistics indicating that slight growth occurred in the number of faculty members represented for purposes of collective bargaining and in the number of faculty bargaining agents in institutions of higher education in the United States. In text, tabular, and graphic formats, the report offers information on: agents elected; change of agent election; challenge to agent election; no-agent votes; activities of the American Association of University Professors, the American Federation of Teachers, the National Education Association (NEA), and independent agents; merged bargaining agents; strikes; and demographic analysis (such as particular faculty bargaining agents in two-year and four-year institutions, and faculty represented by particular certified bargaining agents). The newsletter also reports on the faculty at the University of Arkansas at Little Rock voting in favor of collective bargaining and selecting NEA as their bargaining agent, but the refusal of university administration to recognize the faculty vote, as Arkansas does not have legislation which allows public sector collective bargaining. It also reports on the California Public Employment Relations Board recognizing the Association of Graduate Student Employees as the bargaining agent for a unit of 700 tutors, exam readers, and acting instructors at the University of California, Berkeley. (JDD)

ED 371 696 HE 027 538

McIntyre, Jerilyn S.
University Policies and Procedures on Sexual Harassment.
PUB DATE- Nov 93
NOTE- 14p.; Revised version of a paper presented at the Annual Convention of the Speech Communication Association (Miami, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Civil Rights; *Due Process; *Higher Education; Individual Power; Personnel Policy; Power Structure; *School Policy; Sexual Abuse; *Sexual Harassment; *Teacher Student Relationship

Sexual harassment complaints are challenges to the abuse of power in certain kinds of communicative relationships, and sexual harassment policies and procedures are ways of defining the responsible exercise of power and providing the means to address grievances that result from irresponsible and potentially harmful uses of power in those relationships. Harassment in colleges and universities can be particularly abusive, especially in relationships between faculty and the administration and faculty who were interviewed included both pedagogical and catalytic rationales for computer-mediated instruction. Adaptability was a characteristic of both schools, and in both there was a core of technology-using teachers who modeled appropriate technology use in the classroom. Both schools already had an extensive technology base. Characteristics of technology infusion were affected by contextual factors in each school. An attachment contains forms used in the survey. (Contains 3 references.) (SLD)

ED 371 715   IR 016 629

Moulton, Jeanne
Interactive Radio Instruction: Broadening the Definition. LearnTech Case Study Series No. 1.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Jan 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cognitive Processes; Constructivism (Learning); Cooperation; *Developing Nations; *Distance Education; Educational Change; *Educational Radio; Educational Technology; Elementary Secondary Education; Foreign Countries; Interaction; International Programs; Learning Theories; Partnerships in Education; Program Development; *Teacher Role; *Technological Advancement; Telecommunications
IDENTIFIERS- Costa Rica; Dominican Republic; Honduras; *Interactive Radio; Kenya; Nepal; Nicaragua; Papua New Guinea; *Radio Mathematics Project; South Africa

Interactive radio instruction has gained attention as a low-cost means of improving the academic achievement of primary school students. The Radio Mathematics Project in Nicaragua and subsequent programs developed by the Learning Technologies for Basic Education (LearnTech) Project illustrate the evolution such programs have undergone as technology and society have changed. The term "interactivity," was used to characterize the simulated conversation of radio broadcasts in which students responded in chorus to questions posed by the radio teacher, but the concept has expanded. Programs started after Radio Mathematics, which was initiated in 1974, have presented new and different challenges. Concepts being taught are more complex, students are expected to apply what they learn outside the classroom, and classroom teachers have a more important role. Such programs as Radio Science, which is taught in Papua New Guinea, have employed new cognitive-learning theories. A new radio program based on constructivist principles is being used in South Africa. Radio projects have pioneered interactive instruction and remain in the vanguard of the application of learning theory to education in the developing countries. (Contains 20 references.) (SLD)

ED 371 716   IR 016 630

Strategic Plan for Technology: West Ottawa School District. Presented by the Technology Advisory Committee.
PUB DATE- Jun 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational

integrated National Information Infrastructure (NII) from the perspectives of the education and research communities. The report presents a vision of the future for the NII based on an Open Data Network (ODN). The report begins by examining the background and the visions for the future of U.S. networking. It moves on to the ODN addressing the following issues: the criteria, objectives, and benefits of the ODN; the structure of the ODN; quality of service; the role of standards in the shaping of the NII; security of the ODN; and areas for further research on the NII. The research, education, and library communities are examined in order to identify their networking needs and roles in the NII. Principles for the design and implementation of the NII are identified including: equal access to the NII; access to information on the NII; privacy; intellectual property protection; and other ethical concerns. Finally, the issue of funding for the NII is examined as well as the role the government will and should play in shaping the NII. (JLB)

ED 371 737   IR 016 789

Williams, Geoffrey J.
Changing Communications for a Closer Commonwealth? St. Catharine's Conference Report No. 38 (Windsor, England, June 1993).
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Communication; Change; *Economic Development; Educational Technology; Foreign Countries; Freedom of Information; Futures (of Society); International Studies; *Mass Media Effects; Policy Formation; *Technological Advancement; *Telecommunications; Trend Analysis
IDENTIFIERS- Asia Pacific Region; British Commonwealth; *Commonwealth of Nations

This conference reviewed the past and likely future impact of advances in the technology of communications on the Commonwealth and the countries of the Commonwealth. There is potential gain in terms of economic development from the leap-frogging of technologies, but there is not a lot of optimism that the new technology will help to narrow the gap between developing and developed countries. Applications of new technology in education have been less effective than in the business world. It is in the media that some of the most significant impacts have occurred, as exemplified by the collapse of the Eastern bloc, which, as portrayed by the media, has been an example for change in other countries. Messages the world receives through the media are currently coming largely from the West, but the growing economic strength of the Asian Pacific countries, few of which are in the Commonwealth, could bring about a change of focus. Improved communications technology could strengthen Commonwealth links. It is recommended that freedom of information be added to the Declaration of Commonwealth Principles. (Author/SLD)

ED 371 738   IR 054 820

Clear Purpose...Complete Commitment: A Long-Range Program to Provide Louisianians with Library and Information Services Adequate to Their Needs, 1994-1998.
PUB DATE- 93

NOTE- 127p.; For related documents, see ED 355 975 (Part 1) and IR 016 625 (Part 2, Final Report).

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Blindness; *Books; *Braille; *Centralization; Cost Estimates; Data Processing; Delivery Systems; Design Requirements; *Disabilities; Facility Requirements; Feasibility Studies; Library Networks; *Library Planning; Library Services; Storage; Tables (Data); Technological Advancement; User Needs (Information)

IDENTIFIERS- *Interactive Computer Systems; *National Library Service for the Blind

The National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress, administers a free library program for those unable to read standard printed materials, reproducing and distributing works in braille, recorded disc, and recorded cassette. A previous study of the distribution network identified costs and developed two alternative centralized service models, one for provision of braille book storage and distribution, and the other for audio playback facilities. This study explores the implementation of the centralized braille services previously recommended as a comprehensive centralized service with regional centers, with circulation services and direct patron contact at the centers. How to establish the centers and how to conduct the transition are described, outlining the transitional steps for: (1) fundamental decisions; (2) automatic data-processing development; (3) equipment and facilities; (4) operations services; (5) setup; (6) beginning operations; (7) monitoring operations; (8) estimated costs; and (9) planning and control. Six exhibits illustrate the process. (SLD)

ED 371 758 IR 055 082

Cummings, Anthony M.; And Others

University Libraries and Scholarly Communication: A Study Prepared for the Andrew W. Mellon Foundation.

PUB DATE- Nov 92

NOTE- 238p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Change; Electronic Publishing; Futures (of Society); Higher Education; *Information Technology; Library Automation; Library Collection Development; *Library Collections; *Library Expenditures; Library Personnel; *Library Role; Library Statistics; Questionnaires; *Research Libraries; Technological Advancement

IDENTIFIERS- Printed Materials; *Scholarly Communication

The purpose of this study is to investigate the role of the research library in scholarly communication. Two main issues are addressed: (1) the explosion of printed materials coupled with a rapid increase in the price of these materials that jeopardizes the library's ability to create and maintain collections for users; and (2) the emergence of electronic information technologies that make it possible to envision new methods of organizing services and collections. This document collects statistical data and information on changes facing research libraries. The Association of Research Libraries (ARL) database of library statistics is the main source of information. Part I examines trends in the size of collections; rates of acquisition; levels and categories of expenditures;

learning modules, of 23 colleges visited as part of the project, and of 80 colleges supporting the Midwest Institute for International Studies and Foreign Languages; and letters responding to campus visits. (KP)

ED 371 778 JC 940 332

Nelson, Ron
The Effect of SLS 1122 and Faculty Mentors on Student Performance.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 24 Feb 93
NOTE- 12p.; Project supported by a Title III Strengthening Institutions grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Enrollment Influences; High Risk Students; *Mentors; Program Effectiveness; *School Holding Power; *School Orientation; *Teacher Student Relationship; Two Year Colleges

Valencia Community College in Florida developed a holistic approach to improve student retention during the period October 1987 through September 1992. Two of the major thrusts of the retention project were the development of an extended orientation course about student success (SLS 1122) and the development of a faculty mentoring program. Study findings on the short- and long-term effects of these two strategies included the following: (1) students enrolled in SLS 1122 passed their courses for that term at a rate of 81%, compared to rates of 56% for students enrolled in other college prep courses and 67.2% for all other students; (2) SLS 1122 students had a next-term return rate of 78%, compared to 67% for college prep enrollers and 57.6% for all other students; (3) students enrolled in SLS 1122 enrolled at a rate of 65% after 4 terms, 48% after 7 terms, and 30.4% after 11 terms; compared with rates of 50%, 33%, and 20% for a similar group of degree seekers over the same time periods; and (4) students enrolled in SLS 1122 also attempted a greater number of hours. To expand participation in the student success course and the mentor program, incentives must be offered to recruit more faculty mentors; department chairs will have to be willing to assign more faculty to teach student success; the program will have to be changed so that mentors work with students for only one semester; and the students will need to produce an educational plan at the end of the first semester of participation. (KP)

ED 371 779 JC 940 345

Petrowsky, Michael
Math Background as a Predictor of Student Success in the College Economic Principles Courses: A Preliminary Analysis.
PUB DATE- Jun 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Correlation; *Economics Education; *Educational Attitudes; *Mathematics Education; *Mathematics Instruction; Multiple Regression Analysis; *Performance Factors; Predictive Validity; *Predictor Variables; Probability; Statistical Analysis; Two Year Colleges

A study was conducted at Scottsdale and Paradise Valley community colleges to assess the importance of math for the study of

Groomes, M. Rudy
Comprehensive Learning Centers: Using Technology To Supplement the Classroom.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Communications; Community Colleges; *Computer Uses in Education; Educational Development; *Educational Media; *Educational Technology; *Multimedia Instruction; Two Year Colleges

Orangeburg-Calhoun Technical College (OCTC) is a public two-year technical college located in rural South Carolina. Some prominent examples of the use of technology at OCTC include the following: (1) the Health Sciences Satellite Media Center houses software and audiovisual equipment which provides instructional support to seven health science curricula; (2) "Introduction to Health Professions" is a self-paced two-credit-hour course housed in the Media Center; (3) computer-based simulations that reconstruct actual clinical situations are available for Pediatric Nursing, X-Ray Circuit, and other programs; (4) test banks provide an opportunity for students to review licensure exams, and also provide instructors to identify areas where students need help; (5) instructional computer programs present textual information or graphics, followed by questions relating to the material presented; (6) Media Center computers provide access to the library's online catalog and CD-ROM periodical indexes through a local area network; (7) OCTC serves as a remote site for the distance education programs of the University of South Carolina and Clemson University; and (8) the state-of-the-art Interactive Multi-Media Classrooms for the Humanities and Computer Science are each equipped with 486 IBM-compatible computers connected to laser disc players with projector panels. Software programs offer instruction in history, economics, psychology, sociology, biology and anatomy. A final example of the OCTC's use of technology is the Student Transitional Education Program (STEP) which monitors 150 first-generation college students in the areas of reading, English and mathematics to provide academic support and improve retention rates. The effective use of technology increases learning; however, small colleges face many challenges in funding, hiring and retaining appropriate staff, and keeping pace with rapidly developing technologies. (KP)

ED 371 796 JC 940 390

Pennington, Hilary
The Challenges and Opportunities of Workforce Development.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Corporate Education; Dislocated Workers; Education Work Relationship; Employment Patterns; Job Training; *Labor Demands; *Labor Economics; *Labor Force

NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Course Evaluation; *Curriculum Development; *Evaluation Methods; Inservice Teacher Education; *Instructional Development; *Student Evaluation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Curriculum Alignment

Curriculum alignment is the conscious congruence of three educational elements: curriculum, instruction, and assessment. Alignment is rooted in the belief that instructional plans are established through outcomes-based content goals and the goal of assuring that delivery and assessment are congruent. Platform unity, based on the Principles of Performance Instruction, is a way to uphold curriculum alignment. The integration of planning and evaluating is often neglected in traditional approaches to instruction. Performance Instruction holds that course content should be planned, delivered, and evaluated consistently to assure unity. Test creation, for example, needs to be related to content planning decisions. The domain-level at which content is planned becomes the basis for creating test items, with content planning and testing at the same domain level to assure unity. In the theoretical literature, considerable attention is given to faculty's inability to plan and test content consistently. These are arguably important and necessary faculty tasks, and should be the focus of staff development. Unfortunately, even the literature on planning and testing treats them as separate, independent activities. Many faculty have had no formal coursework or in-service training in assessment. As a result, classroom tests are usually short, objective, and of poor technical quality and usually call for the memorization of facts. There is little research in the assessment field regarding practical tools to help faculty evaluate criterion-referenced tests. By looking at the theoretical literature on planning and evaluation, one sees the need to move to practical implications for the benefit of aligning the planned and tested curricula, thus achieving efficiency, effectiveness, and overall unity of instruction. (Contains 104 references.) (KP)

ED 371 813   JC 940 422

Pfeiffer, Jay J.
Student Follow-Up Using Automated Record Linkage Techniques: Lessons from Florida's Education and Training Placement Information Program (FETPIP).
PUB DATE- May 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; *Databases; *Employment Patterns; *Information Retrieval; *Outcomes of Education; Postsecondary Education; Program Development; Program Implementation; *Vocational Followup
IDENTIFIERS- *Education and Training Placement Info Prog FL; Florida

Florida's Education and Training Placement Information Program (FETPIP) is a statewide system linking the administrative

Prenatally Exposed to Crack" (Steven Merahn); (6) "Project Daisy: A Regular Education Project for Children Prenatally Exposed to Drugs and Alcohol" (Diane Powell); (7) "Project Healthy Choices: Building Stronger Voices" (Eileen Wasow and others); (8) "The Women and Infants Program: The Family in Focus" (Kathleen Fitzgerald); (9) "Reframing the Debate," on the need to shift away from the "victim" mentality (Mark Rapoport); and (10) "Stop the Research, Start the Work" (Eric Brettschneider). (TJQ)

ED 371 832 PS 022 396

Doi, Wes
Involvement: The Key to Success. Involving Students in the Student Advisory Board.
PUB DATE- 5 Nov 93
NOTE- 12p.; Synopsis of paper presented at the Annual Conference and Exhibit of the National Middle School Association (20th, Portland, OR, November 5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; Extracurricular Activities; Intermediate Grades; Junior High Schools; *Middle Schools; Morale; Program Descriptions; School Activities; *School Attitudes; Stress Management; *Student Attitudes; *Student Participation; Teacher Attitudes
IDENTIFIERS- Indiana

Involving middle school students in decision making is an important way to make them feel that they are part of the educational process in their school, that they are part of the "school team." A key way to involve students is through the creation of a Student Advisory Board (SAB), such as the one in place at Schmucker Middle School in Mishawaka, Indiana. Usually one boy and one girl are elected to the SAB from each classroom, and they meet on a monthly basis with four teacher advisors to discuss student comments, complaints, and concerns about field trips, dances, scheduling, and class activities. The SAB student members solicit comments from their classrooms before each monthly meeting and discuss the results of the meeting with their classrooms immediately afterward. The SAB takes up very little class time and provides all students with a sense of ownership and involvement. It also provides feedback to teachers and allows both students and teachers to air complaints and relieve stress. (MDM)

ED 371 833 PS 022 397

Novell, Ireneanne
Decreasing School Suspensions among Middle School Children by Implementing a Rehabilitative In-Room Suspension.
PUB DATE- 94
NOTE- 152p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Behavior Change; Change Strategies; *Contingency Management; *Discipline; Discipline Policy; Discipline Problems; *In School Suspension; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation;

children. The second lecture addresses some of the common difficulties faced by Latin American countries, the lack of educational communication and exchange among Latin American nations, and the development of the Latin America and Caribbean Child and Family Network to improve communication and exchange on family and educational issues. Included are two speeches by Costa Rican President Oscar Arias Sanchez made in Oslo, Norway, in 1987 upon his reception of the Nobel Peace Prize. (MDM)

ED 371 852 PS 022 446

Family and Community Support: Coordinated Education, Health and Human Services. The Commissioner's Critical Issue Analysis Series Number 2.
PUB DATE- 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Ancillary School Services; Annotated Bibliographies; Elementary Secondary Education; Government Role; *Health Services; *Human Services; National Programs; Program Descriptions; *Program Development; Program Implementation; State Legislation; State Programs
IDENTIFIERS- America 2000; *Integrated Services; National Education Goals 1990; *Texas

This report provides an overview of existing research, issues, programs, and initiatives that relate to coordinated education, health, and human services, with an emphasis on implications for Texas and the implementation of the America 2000 National Education Goals initiative. It discusses the often fragmented and uncoordinated nature of current service provision, examines the history of school-based and school-linked programs, reviews the effectiveness of these programs, and explores the barriers to implementing school-based and school-linked programs. It argues that the successful coordination of education, health, and human services must provide for: (1) systemic change; (2) clients' needs; (3) adequate funding; (4) proper evaluation; (5) leadership at the state and federal level; and (6) alternatives to school-linked services. The report then profiles numerous national and state initiatives in integrating and coordinating education, health, and human services. An annotated list of important organizations and publications related to the topic are included. An appendix lists the America 2000 National Education Goals. Contains 88 references. (MDM)

ED 371 853 PS 022 447

Murray, Vivian
Helping Families Succeed in Two Worlds.
PUB DATE- 1 Apr 94
NOTE- 9p.; Paper presented at the International Study Conference of the Association for Childhood Education (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Services; *Cultural Education; *Family Programs; *Home Programs; Itinerant Teachers; Low Income Groups; Minority Groups; *Mobile Educational Services; Parent Education; *Preschool Education; Program Descriptions; Young

Truxal, Merilyn R.
Increasing Teacher/Parent Awareness of Developmentally Appropriate Movies for 3-6 Year Olds through Use of a Rating Scale.
PUB DATE- 94
NOTE- 45p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Content Analysis; Critical Viewing; Day Care Centers; Early Childhood Education; *Films; *Mass Media Effects; Parent Attitudes; *Preschool Children; *Rating Scales; Stereotypes; Teacher Attitudes; Videotape Cassettes; Violence
IDENTIFIERS- *Developmentally Appropriate Programs; *Film Viewing

This practicum identified a lack of standards for movie viewing by children age 3 through 6 at a preschool child care center, and proposed a rating scale to determine the suitability of videotaped films. Staff and parents of students seemed unaware of potential long-term adverse affects of some movies, such as desensitizing children to violence, providing stereotypes that children will imitate or model, and possibly fostering misconceptions. A rating scale was developed that graded films on theme content, production quality, violence, language/role modeling, and stereotypes. A rating of at least 81 out of a possible score of 100 was considered the minimum for recommended viewing. Forty movie videos and television programs were rated, with the results dispersed to parents and staff at the center. Twelve of the 40 movies and program received a score of 81 or higher. It was noted that some movies produced by the Disney Corporation and other family-orientated distributors did not meet the minimum score, even though the films were geared toward preschoolers. (Three appendixes provide a list of familiar movies for 3- to 6-year-olds, a movie rating tally sheet, and the ratings of 40 movies and television programs.) (MDM)

ED 371 874 PS 022 476

McMillan, Daniel C.; Vigil, Herminia J.
The Status of Child Nutrition Programs in Colorado.
PUB DATE- Mar 94
NOTE- 149p.; For earlier reports, see ED 348 147 and ED 357 897.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Breakfast Programs; Elementary Secondary Education; Eligibility; *Federal Programs; Grants; Lunch Programs; *Nutrition; Program Costs; Program Descriptions; *School Activities; *State Programs; State Surveys
IDENTIFIERS- *Colorado; National School Lunch Act 1946; Nutrition Education Program; School Breakfast Program; Special Milk Program; Summer Food Service Program

This report describes federal and state child nutrition programs in effect in Colorado elementary and secondary schools. Programs discussed include the National School Lunch Program (NSLP), the School Breakfast Program (SBP), school breakfast start-up grants, the Special Milk Program, the Summer Food Service Program, and the Nutrition Education and Training Program. Dietary guidelines, program eligibility requirements, and program revenue sources are outlined. The bulk of the report consists of tables that show: (1) the average cost to produce meals; (2) NSLP total meals; (3) SBP total meals; (4)

Culture; *Blacks; Cultural Differences; *Family Environment; *Family Programs; Family Structure; Poverty; *Program Improvement; Racial Bias; Racial Differences; Racial Discrimination; Religion; Self Esteem; Social Values
IDENTIFIERS- *African Americans; *Family Support

This newsletter issue focuses on how the family support movement can help reshape the human services delivery system to more effectively meet the needs of African American families. The newsletter includes the following articles: (1) "Dispelling Myths and Building on Strengths: Supporting African American Families"; (2) "The 'Nguzo Saba': African-Centered Values as Tools for Family Assessment, Support, and Empowerment"; (3) "Public Policy and African American Families: Employment, Education, Community Development"; (4) "African American Academic Achievement: Issues, Answers, and Promising Strategies"; (5) "It Takes a Whole Village To Raise a Child" (profiles of five programs); (6) "Understanding Fathers: Human Services Perspectives in Theory and Practice"; (7) "Black Churches and the HIV/AIDS Pandemic: Breaking the Silence"; (8) "The Importance of Including Grandparents in Services for African American Families"; and (9) "In Our Mothers' Homes There Is Still God: African American Spirituality."

ED 371 895   PS 022 525

Goetz, Kathy, Ed.
Building Community & Changing Systems.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Change Strategies; Child Abuse; Child Welfare; *Community Development; *Family Programs; Foster Care; Job Training; Parent Participation; Prevention; Program Descriptions; Staff Development
IDENTIFIERS- Family Resource and Support Programs; Family Resource Coalition IL; *Family Support; *Integrated Services; Job Opportunities and Basic Skills Program; School Based Services

This newsletter issue focuses on the twin themes that, together, represent the ways that programs to strengthen families also contribute to a better society. The newsletter includes the following articles: (1) "Family Center Planning Project: Family Support, Public Policy, and Community Development"; (2) "Pulling It All Together for Families: School-Linked Services under One Roof"; (3) "Creating Family Support Programs: Mobilizing Communities in Tucson"; (4) "On Families, Foster Care, and the Prawning Industry," arguing that child protection decisions should be made by families with assistance rather than intervention from child welfare authorities; (5) "Planting Seeds of Change by Training Frontline Workers: FRC's Experience with the JOBS Program"; (6) "New Mexico's Family Development Program and The Crucial Three Steps to Parent Involvement"; and (7) "Please Be Brilliant! An Alternative Way To View Staff Development and Your Organization." In addition, the newsletter includes an article describing the coordinated efforts of the National Coalition to Prevent Child Abuse, and a guide for family support professionals on the use of current telecommunications technology. (HTH)

ED 371 896   PS 022 526

Goetz, Kathy, Ed.

(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *College Instruction; College Students; Educational Change; Educational Needs; *Educational Strategies; Higher Education; Learning Strategies; *Rural Education; *Rural Urban Differences; *Teaching Methods; Urban Education
IDENTIFIERS- South Carolina

This paper examines the educational needs of rural students and suggests ways that college programs can be adapted to the learning characteristics of rural students. Rural students are likely to be global learners, have a strong preference for cooperation, view learning as a social experience, have an aversion to individual recognition, experience difficulties with arbitrarily-set time frames, prefer to have information transmitted orally and in a social setting, exhibit a tendency toward subjective conclusions, and have a sense of powerlessness concerning events and the environment. Two South Carolina state universities modified graduate and undergraduate courses to address the learning characteristics of rural students by including a highly detailed syllabus describing course objectives; utilizing small group work; emphasizing group recognition for team work and activities; promoting an informal class environment; encouraging students to work at their own pace; focusing on oral discussions; relating learning concepts to life experiences; and giving students choices about how to approach, organize, and present assignments. This teaching approach is considered both cost and energy efficient and promotes meaningful learning for rural as well as urban students. (LP)

ED 371 914   RC 019 654

Pugh, Thomas J.
Rural School Consolidation in New York State, 1795-1993: A Struggle for Control.
PUB DATE- Aug 94
NOTE- 32p.; Ph.D. Dissertation, Syracuse University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Historical Materials (060)
DESCRIPTORS- *Consolidated Schools; Economic Factors; Educational Change; *Educational History; Elementary Secondary Education; *Political Influences; Politics of Education; Public Education; *Rural Schools; School Community Relationship; *Social Influences
IDENTIFIERS- *New York

Between 1795 and 1993, elementary and secondary schooling in New York State shifted from a private/local to a public/state activity. That shift from local to state control and identity involved a lengthy political struggle and reveals the historical working-out of two conflicting themes in the American political tradition: popular democratic control versus administrative efficiency and filtered representation. Since 1900 the total number of school districts nationwide has decreased from 150,000 to less than 16,000. In New York, the decrease is from 11,000 to 720. Proponents of consolidation, typically lead by well-educated professionals with positions of authority, have used arguments of increased equity, efficiency, and quality. Citizens who resist consolidation, often considered to be penurious or ignorant, have expressed concerns about democratic participation, local control, and the nature and function of education. The accomplishments of consolidation and centralization include the provision of a somewhat participation in decision making. Councils that practiced some level of shared decision making made key decisions in such areas as budgeting, scheduling, and to some extent, curriculum. All councils, regardless of their decision-making mode, participated in decisions about personnel and, to some extent, discipline. Beyond making decisions in these two areas, councils that played an advisory role to the principal mostly rubber-stamped decisions made by the principal or teacher committees. Factors that contributed to effective SBDM implementation were the principal's support and facilitation of SBDM, leadership by other council members, attentiveness to the need for parent involvement, and council training. The reverse of these impeded implementation. (KS)

ED 371 933 RC 019 690

Hambrick, Kimberly; And Others
Priorities for Research and Development with Rural, Small Schools: Results of a Modified Delphi Study with a Panel of Rural Researchers. Occasional Paper No. 35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 80p.; For a related document, see ED 364 373.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Delphi Technique; *Educational Research; Educational Researchers; Elementary Secondary Education; Higher Education; Questionnaires; *Research and Development; Research Methodology; Research Needs; *Rural Education
IDENTIFIERS- *Research Priorities

Selected members of the Rural Education Special Interest Group (RE/SIG) of the American Educational Research Association participated in a modified Delphi study to examine the agenda for rural educational research proposed by the Federal Interagency Committee on Education (FICE) Subcommittee on Rural Education. The Delphi technique is a procedure designed to secure opinions and judgments of experts in specialized fields and to seek consensus as to the most likely scenarios. The 28 participants validated the contents of the original 1991 FICE agenda topics and research and development areas. Through two rounds of consensus building, the participants agreed with the content of the original FICE agenda's six major topics. In addition, they agreed with the content of 31 of the 44 original FICE agenda research and development areas within each of the 6 topics. They suggested 23 new research and development areas, across the 6 major topics, during the first round of the study. In Round Two, the members validated the contents of these new areas and agreed on 16 of them for inclusion in Round Three. During Round Three, participants prioritized the six major topics and developed a research and development budget. The topics, in order of priority, are the following: (1) overall school effectiveness; (2) school-community partnerships; (3) human resources; (4) finance and governance issues; (5) use of technology; and (6) curriculum provisions. Appendices contain introductory letters and instruments for the three rounds and commentary papers by RE/SIG members. (KS)

ED 371 934 RC 019 691

Directory of Native Education Resources in the Far West Region: 1994.

ED 371 953 SE 054 627

Solomon, Joan
Teaching Science, Technology and Society. Developing Science and Technology Series.
PUB DATE- 93
NOTE- 82p.; For other documents in this series, see SE 054 626-630.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship; *Educational Strategies; *Group Discussion; *Role Playing; *Science and Society; *Science Curriculum; Science Education; Secondary Education; Simulation; Teaching Methods

Science and technology are often presented and taught as two separate essences. When this is done, students as well as teachers are forced to attempt to develop the appropriate linkages. This book is one of a series designed to help teachers develop their science and technological education in ways that are both satisfying to themselves and stimulating to their students. This book partitions into seven chapters. Chapter one, "What and why is STS?," discusses the features and importance of Science, Technology and Society (STS) in education. Chapter two, "Our youngest pupils," focuses on the social worlds of the young child and images of science which derive from these. Chapter three, "Getting going on STS in the secondary school," discusses some of the different ways in which teachers have developed an innovation which led them towards STS. Chapter four, "Teaching strategies in the secondary school," provides teaching strategies based on personal experiences. Chapter five, "The examination classes," looks at citizenship as a goal in education. Chapter six, "Games, simulation, and role-play," presents an assortment of evidence concerning simulations. Chapter seven, "Group discussion of issues-the DISS project," provides insights on the subject of group discussion of science-based social issues in the classroom. (ZWH)

ED 371 954 SE 054 628

Layton, David
Technology's Challenge to Science Education. Developing Science and Technology Series.
PUB DATE- 93
NOTE- 80p.; For other documents in this series, see SE 054 626-630.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; Foreign Countries; *Science and Society; *Science Curriculum; *Science Education; Secondary School Science; Teaching Methods; *Technology Education; *Womens Education
IDENTIFIERS- England; Wales

Science and technology are often presented and taught as two separate essences. When this is done, students as well as teachers are forced to attempt to develop the appropriate found. The articles included are: (1) "George S. Counts: Philosopher or Ideologist?" (Gerald Gutek); (2) "Construct Validity, Context Specificity, and Testing for Critical Thinking" (Charles V. Blatz); (3) "'Phronesis' and the Moral Aspects of Teaching" (Jana R. Noel); (4) "Sociology and a Conservative Theory of Education" (Peter J. Goldstone); (5) "Philosophy Meets Composition: The Influence of History and Tradition in the Social Construction of Mentoring through Written Composition" (Mary Abascal-Hildebrand; Joan A. Mullin); and (6) "The Discipline of Interpretation" (Thomas I. Stark). A list of the proceedings (1977 to 1990) is included along with a list of the ERIC document numbers of the proceedings volumes. (DK)

ED 371 974   SO 023 346

Colby, Anne
Case Studies of Exceptional People: What Can They Teach Us?
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Case Studies; Ethics; Goal Orientation; Higher Education; *Moral Development; *Moral Values; Social Influences
IDENTIFIERS- Durr (Virginia Foster)

This document describes the use of the case study method of behavioral science research in an investigation of exceptional moral commitment. The aim of the study was to learn more about the nature, development, and expression of this kind of exceptional commitment. The paper discusses why this particular research method was chosen as the most appropriate for the researchers' question, what they were able to learn from it, and what its limitations were. The study consisted of lengthy interviews with 23 people identified as "moral exemplars" according to criteria contained in the author's book "Some Do Care: Contemporary Lives of Moral Commitment" (1992), but not included in this paper. The subjects had contributed to a number of fields including civil rights, civil liberties, poverty, and the environment. From these 23, five people were selected for more intensive study, and were interviewed several times. Excerpts from interviews with one of these subjects, civil rights activist Virginia Durr, is used as illustration in the document. The researchers used oral histories, autobiographies, interviews with co-workers, and others documents when available. Analysis was approached through descriptive accounts of the subjects' own perspective on their lives, moral goals, and work toward these goals and their representations of the mental strategies they used to maintain their commitment under difficult circumstances. The case material illustrates a developmental process of the transformation of goals through social influence. Positivity and unity of self and moral goals are discussed. (DK)

ED 371 975   SO 023 353

Capita, Laura
Post-War-History and Unification of Europe in Textbooks. The Romanian Experience.
PUB DATE- Jun 92

schemes. Part 4 presents sample units of subject-centered lessons. Unit 1 studies emotional responding with the aesthetic responding schemes to provide a therapeutic opportunity to study subjective responses and express feelings. Unit 2 looks at the balance of emotion and restraint with the analytic scheme to develop the skills of describing and comparing elements in a field. Unit 3 studies interaction in art with interpretive schemes that teach the skills of integrating opposites. Unit 4 explores transcending nature with unifying schemes to develop the spontaneous and creative imagination. (Author/CK) Contains 30 references. (Author/CK)

ED 371 993 SO 024 033

Garrett, Sandy
Priority Academic Student Skills: A Core Curriculum for Our Children's Future.
PUB DATE- Sep 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Core Curriculum; Educational Objectives; Elementary Secondary Education; Integrated Curriculum; Language Arts; Mathematics Education; *Outcomes of Education; *Public Education; Science Education; Social Studies; State Curriculum Guides; Student Evaluation
IDENTIFIERS- *Oklahoma

Oklahoma curriculum objectives for kindergarten through 12th grade present skills for the core and integrated curriculum areas and methods to assess student achievement. An overview of developmentally appropriate programs for kindergarten precedes objectives for social skills, creative skills, language arts skills, mathematics skills, motor skills, science, and social studies by the end of kindergarten. The core curriculum section provides objectives for 1st through 12th grade in the areas of language arts, mathematics, science, social studies, the arts, and second languages. The integrated curriculum sections describe objectives for grades 1 through 12 in the areas of instructional technology, health, safety, and physical education, technology education, and information skills. The student assessment section explains assessment information and timelines for norm-referenced tests, criterion-referenced tests, and literacy passport tests. The priority academic student skills to be assessed by criterion-referenced tests include reading, writing, mathematics, science, social studies, and the arts. A glossary of terms concludes the document. (CK)

ED 371 994 SO 024 035

Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
PUB DATE- Jan 93
NOTE- 19p.; Produced by the Presidential Task Force on Psychology in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Educational Change;

public schools and indicated that the public was willing to see basic structural changes with the aim of improving the public schools. The results of the Gulf Park Poll suggested a public that was in step with national trends. The data indicated that in southern Mississippi, as in the nation, the public wanted improvement in public schools and that little faith existed in the elected leaders to bring about this improvement. (CK)

ED 372 014 SO 024 247

Peters, Richard Oakes
Environs: Living in Natural and Social Worlds.
PUB DATE- 93
NOTE- 86p.; Text excerpts presented at the Annual Our Common Home Earth Conference (1st, Corpus Christi, TX, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; Decision Making; Educational Strategies; Elementary Secondary Education; *Environmental Education; *Environmental Influences; Instructional Development; Learning Activities; *Natural Resources; *Problem Solving; Skill Development; Social Development; *Social Environment; Teacher Education

In order to live and prosper in both natural and social environments, humans need to understand their origins, composition, characteristics, and life-sustaining processes. Education is a way to increase understanding of those worlds. The introduction discusses the common existence and interdependence of man and nature. Chapter 1 describes the development of a social ethic by the individual that dictates thoughts and actions. The lower elementary grades are the place to begin nurturing a personal code of conduct. Students can study issues, ponder alternatives, design strategies, implement solutions, and make critical decisions regarding problems that effect humans and nature. Chapter 2 focuses on education with multi-grade (K-12) programs on natural and social environmental awareness. A proactive action model illustrates an approach to inquiry. A discussion of programs and teaching approaches precedes a critique of three curriculum designs and management styles. Chapter 3 looks at utilizing natural and social surroundings for K-12 students to provide for experiential-based learning and skill development. Chapter 4 highlights several instructional strategies, learning experiences, sample concepts, activities, and resources for students in K-12. Chapter 5 explores the common experiences in elementary and secondary level preservice training that is required, the different specializations that are needed, and implications for teacher education. A reflection on teaching students to be proactive related to the natural and social environments precedes biographical information on the author. (CK)

ED 372 015 SO 024 250

Hayes, Rosemary
History through Stories.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English

*Educational Policy; Junior High Schools; Mathematics Education; *Participative Decision Making; *Personal Autonomy; Professional Development; School Administration; School Policy; Science Education; *Teacher Effectiveness; Teacher Responsibility; *Teacher Role; Teaching Methods; Theories
IDENTIFIERS- *Teacher Empowerment

This paper contrasts three theoretical positions which lead to different predictions about the impact on instruction and learning of enhanced teacher roles in school and classroom decision making. The "teacher professionalism" view maintains that empowerment enhances instruction and learning, the "bureaucratic centralization" approach argues that empowerment impedes effective teaching and learning, and the "loose coupling" perspective suggests that empowerment is largely irrelevant for what happens in classrooms. The assumptions that underlie these perspectives and the conditions under which one or another may be more plausible are discussed. A review of research finds little evidence to support or disprove the claims of any of the three views. Seventh and eighth grade teachers' perceptions of empowerment are then related to the achievement of their students in math and science. Results, which were inconsistent across grade levels and subjects taught, indicated that teacher control over curricular content may be detrimental to achievement, but control over teaching methods may be beneficial. Participation in administrative decision making also yielded inconsistent results, while teacher influence over school policies yielded no effects. The study concludes that the effects of empowerment depend on which aspect of teaching is empowered and the domain in which empowerment occurs. An appendix presents data supporting study findings. (Contains 34 references.) (JDD)

ED 372 033   SP 035 300

Monahan, Thomas C.
Grant-Seeking As Professional Development of K-12 Teachers (Incentives and Obstacles).
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 3-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Grants; *Grantsmanship; *Incentives; *Professional Development; Program Proposals; Proposal Writing; Surveys; Teacher Improvement; *Teacher Role; Tenure
IDENTIFIERS- New Jersey (South); Teacher Development

A survey of 108 elementary and secondary teachers in southern New Jersey was conducted to determine the extent to which the teachers viewed grant development as a factor in their professional growth and development. The survey revealed that fewer than 1 percent of the respondents reported that they "often" engaged in grant-related activities; none reported "very often." Ten percent reported that they "sometimes" engaged in such activity, 23 percent reported "rarely," and the remaining 47 percent reported that they "never" engaged in grant-seeking or grant-writing activities. Most respondents viewed their primary roles as teachers and not as researchers or scholars. Very few school districts were reported to have frequently provided their teachers with assistance in locating sources of external funding for their ideas. School districts

IDENTIFIERS- AIDS Calgary Awareness Association; Alberta

The purpose of this study was to develop a valid and reliable health promotion workbook to assist staff and volunteers of the AIDS Calgary Awareness Association in the systematic design, development, administration, and evaluation of preventive health promotion programs. Information was gleaned from a review of health promotion, social marketing, and AIDS-related literature; consultations with health promotion practitioners; and workbooks provided by national health organizations. A first copy of the workbook was developed through formative consultation with an internal working group from AIDS Calgary. The draft copy and a Workbook Evaluation Instrument were given to three external reviewers for summative comments. A second draft was resubmitted to the first two groups and a third group of external reviewers. From the comments of all reviewers, the workbook was determined to be ready for use. Recommendations for the improvement of practice included the request to apply process and product evaluation to confirm the workbook's content and construct validity. Appendixes provide an explanation of the Simple Systems Model; a Health Promotion Model (Source: Uganda Work Experience); copy of the letter sent to national health promotion organizations with a list of organizations contacted; the workbook evaluation instrument; and the final product--the Health Promotion Workbook. (Contains approximately 55 references.) (Author/LL)

ED 372 052 SP 035 340

Neely, Hilarie

Idaho Dance Project. Creative Movement/Dance: A Model Program for Idaho K-6 Elementary Teachers 1990-1993.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Techniques; *Dance; Elementary Education; *Elementary School Teachers; Inservice Teacher Education; Integrated Curriculum; Introductory Courses; Learning Activities; Lesson Plans; *Movement Education; Music Teachers; Physical Education Teachers; Program Design; Program Evaluation; *Workshops

This report outlines and evaluates the Idaho Dance Project, a series of creative movement workshops designed for elementary school classroom teachers, physical education teachers, and music specialists. For three years, the workshops, conducted at various sites throughout the state, provided an introductory course for teachers who had little or no experience in movement education. The program focused on the broad-based instruction of creative movement, the hands-on movement skills necessary for lesson plan execution, a movement vocabulary, problem solving techniques, activities for integration of movement into the curriculum, lesson planning, folk dances, appropriate age activities, and relaxation and stress techniques. Surveys were sent to all participants to evaluate the worth of the Idaho Dance Project. Evaluations indicated that: the workshop met or exceeded the expectations of 88 percent of participants; material covered was a good overview and most subject areas were covered satisfactorily; 90 percent of participants incorporated creative movement into their classrooms at least intermittently; the majority tried material on students immediately following the workshop; about half the teachers passed information on to other teachers; and the majority felt within which grammatical issues, particularly in different languages, may be illustrated and discussed. The book's focus is not on theoretical discussion, but on similarities and differences between languages and does not assume identical or universal features across languages. The introductory chapter defines key terminology and describes the book's general approach. Subsequent chapters address these topics in some detail: roles and relations; accusative, ergative, and agentive systems; syntactic relation; passive; antipassive; topic and inverse systems; and causatives. A glossary, reference and citation index, index to languages cited, and subject index are appended. (MSE)

ED 371 594 FL 022 189

Toma, Yumi
Endorsements on Teaching Certificates: K-12 Japanese in Washington Language Endorsements.
PUB DATE- Apr 94
NOTE- 4p.; The Breeze is a publication of the Japan Foundation Language Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Japanese; *Second Language Instruction; Second Language Programs; *State Standards; *Teacher Certification; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Washington

This article from a quarterly newsletter discusses the requirements necessary to obtain an endorsement on a Washington Teaching Certificate (WTC) to teach Japanese as a Second Language in K-12 public schools in the state. Candidates are required to have 24 quarter hours (16 semester hours) in Japanese writing/composition, conversation, reading, or history and culture. To obtain an initial WTC itself, candidates must: (1) be 18 years of age; (2) present evidence of good moral character; (3) possess an earned bachelor's degree; (4) have completed an approved teacher education program or have 3 years full-time teaching experience and a teaching certificate from another state; and (5) have completed a major (45 quarter or 30 semester hours) in one endorsement area. To obtain a continuing certificate, candidates need to have completed all the requirements for the initial WTC, plus have a master's degree or 45 quarter hours (30 semester hours) of upper-division or graduate credit, 2 teaching endorsements, 180 days full-time teaching experience, and a course in issues of child abuse. Of the 19 colleges and universities in Washington that offer teacher preparation courses, 12 have Japanese language programs. (MDM)

ED 371 595 FL 022 212

Hawkinson, Anni; Clark, Raymond C.
Living in the United States. A Brief Introduction to the Culture for Visitors, Students and Business Travelers.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Contrastive Linguistics; Cultural Traits; *Dialogs (Language); Educational Strategies; *English (Second Language); Foreign Countries; *Interference (Language); *Role Playing; Second Language Instruction; Sociolinguistics
IDENTIFIERS- *Japanese People; *Language Functions

A discussion of teaching English as a Second Language (ESL) focuses on principles and techniques for the development of one form of communicative competence, i.e., sociolinguistic competence. First, the concept of sociolinguistic competence is explained, drawing on research in this area. Sources of problems in development of second language sociolinguistic competence, particularly for Japanese students of ESL, are then discussed. These problems include: transfer of sociocultural patterns from Japanese to English; lack of linguistic control, especially for less direct expressions important to politeness in English (e.g., "I wonder if you would..."); stereotypes about English speakers' directness as it relates to politeness; and lack of explicit presentation of politeness issues in textbooks. Several techniques for teaching appropriate use of language for different functions are presented, including use of parallel expressions in Japanese and English, contrasting Japanese and English realizations of the same function, and role playing that manipulates four situational factors influencing appropriate use of expressions (interlocutors, place, time, and topic or activity). Contains 27 references. (MSE)

ED 371 615 FL 022 260

Directory of Selected Agencies and Organizations Involved in Language-Minority Education. Revised Edition.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education; Clearinghouses; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Organizations (Groups); *Professional Associations; *Public Agencies; Second Language Instruction
IDENTIFIERS- California; *Language Minorities

The directory, a revision of the 1986 version, lists public (federal, state, and local) and private agencies, professional associations, commissions, clearinghouses, resource centers, and other organizations, that might be of interest to those involved in the education of language minority students and the school districts that serve them. Developed for use by California educators, the directory contains many listings of California organizations. (MSE)

ED 371 616 FL 022 262

Cheng, Chin-Chuan
Quantifying Dialect Mutual Intelligibility.
PUB DATE- May 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese; Classification; *Dialects; *Language Patterns; *Language Research; *Measurement Techniques; *Mutual Intelligibility; *Phonology; Research Methodology

translation in the western world. Basic principles of translation dating back to Roman writers are also outlined. A five-step process in producing a good translation are then described in greater detail: (1) determining the nature of the text; (2) amplifying the text in the original (source) language; (3) producing a rough but complete translation in the target language; (4) producing an idiomatic translation in the target language; and (5) testing the effectiveness of the translation. A discussion of the tools of translation considers the importance of general reference materials in both source and target languages, dictionaries, and extensive and continuous reading in both source and target languages. The labor-intensive nature of translation is noted, and some basic guidelines for per-page translation costs are provided. (MSE)

ED 371 637 FL 022 301

Dwyer, Robert
Redesigning an EAP Curriculum: Problems, Needs, Solutions and Teacher Development.
PUB DATE- Apr 93
NOTE- 122p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Architectural Education; *Building Trades; Case Studies; *Curriculum Design; Curriculum Development; Educational Needs; *English for Special Purposes; Foreign Countries; Higher Education; *Instructional Design; Language Skills; *Learning Modules; Listening Skills; *Relevance (Education); Second Language Instruction; Skill Development; Speech Skills; Student Needs

A Hong Kong college instructor in English for academic purposes (EAP) describes the process of revising an instructional module designed for students involved in the building trades. The three-step curriculum development process included (1) personal reflection and solicitation of student perceptions; (2) need analysis and development of a new module and detailed teaching plan; (3) reflection on and discussion of initial implementation of the revised module. The project arose from the discovery that a module designed for one program was being used in three new programs, all in related but different subspecialties: building services engineering; architecture; and surveying. The revised module features increased emphasis on student listening skills in English and on development of student confidence in speaking. It is concluded that while students perceive the new module as effective in meeting their language needs, it is still unclear as to whether it is meeting its objectives. A reflection on the professional development that occurred during the investigation concludes the paper. A glossary, syllabus, and student evaluation of teaching questionnaire are appended. Contains 24 references. (MSE)

ED 371 638 FL 022 302

Hsu, Yuehkuei
Whole Language and ESL Children.
PUB DATE- Jan 94
NOTE- 15p.
LANGUAGE- English

incidents and programs at the University of Connecticut, University of Connecticut Health Center, Charter Oak College, the 4 Connecticut State Universities, 12 community and technical colleges, and 19 independent colleges and universities. (MDM)

ED 371 658 HE 027 499

Tinto, Vincent
Leaving College: Rethinking the Causes and Cures of Student Attrition. Second Edition.
PUB DATE- 93
NOTE- 296p.; For first edition, see ED 283 416.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; College Environment; Colleges; Cultural Differences; Definitions; Dropout Characteristics; *Dropout Prevention; Dropout Programs; Dropout Rate; Dropout Research; *Dropouts; Higher Education; Individual Differences; Influences; Models; Racial Differences; *School Holding Power; *Student Attrition; *Student College Relationship; Theories; *Universities

This book provides a synthesis of wide-ranging research on student attrition at American colleges and universities and outlines actions that institutions can and should take to reduce attrition. The key to effective retention is shown to lie in a strong commitment to quality education and the building of a strong sense of inclusive educational and social community on campus. Chapter 1 examines the dimensions and consequences of student departure from institutions of higher education and sets out the goals of the book. Chapter 2 explores the scope and patterning of student departure, looking at the entry and exit of individuals from institutions of higher education and group differences in rates of degree completion. Chapter 3 addresses the roots of individual departure, examining the specific reasons why individuals leave college. Chapter 4 advances a model of individual departure from higher education that sees as the major cause of student attrition the inability of students to make the transition to college and become incorporated into the institution's ongoing social and intellectual life. Chapter 5 explores the dimensions of institutional action, examining the definition of "dropout," the principles of effective retention, and appropriate retention policies for different types of institutions and students. Chapter 6 presents conclusions and directions for further research. Two appendixes examine the assessment of student departure and propose a model of doctoral student persistence. (Contains approximately 430 references.) (MDM)

ED 371 659 HE 027 500

Murray, Thom; Wiley, Linda
Staying Power--How To Get the B.S.* out of College *or the B.A. or the Degree of Your Choice. Volume 2: Practical Guide Series.
PUB DATE- 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Academic Persistence; *Academic Standards;

differences. Emancipatory knowledges provide a framework and language to build community on the basis of diversity. Emancipatory knowledges force individuals to make sex, race, sexual orientation, ethnicity and other differences central to the construction of community. They direct individuals and institutions to examine the particular ways in which political, cultural, and institutional practices support a community centered on differences. Emancipatory knowledges make people aware that to build community, institutions must be transformed. Emancipatory knowledges are centered on the analysis of texts as social and historical constructions that reflect the author's subjectivity. (Contains 38 references.) (JB)

ED 371 677   HE 027 519

Bohr, Louise; And Others
Do Black Students Learn More at Historically Black or Predominantly White Colleges?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Colleges; *Black Students; *Cognitive Development; *College Freshmen; Colleges; Comparative Analysis; Higher Education; Intellectual Development; Longitudinal Studies; Minority Groups; Outcomes of Education; Student Development
IDENTIFIERS- Collegiate Assessment of Academic Proficiency; National Study of Student Learning

This study investigated the relative freshman-year cognitive impacts of 2 historically black and 16 predominantly white colleges on black students. Of these institutions, 5 were 2-year institutions and the rest were 4-year colleges. The data were taken from a pool of 2,416 freshmen students who participated in the National Study of Student Learning (NSSL), a large longitudinal investigation. Instruments included a precollege survey and the Collegiate Assessment of Academic Proficiency both administered in Fall 1992, as well as follow-up testing of the students in Spring 1993. Complete data were available for 405 black students. Of these, 243 attended a historically black institution and 162 attended a predominantly white institution. Analysis indicated no significant differences in the net cognitive effects attributable to college racial composition. Black students attending historically black institutions made net freshman year gains in reading comprehension, mathematics, critical thinking and composite achievement that were as large if not larger than their peers at mostly white institutions. In general, the statistically non-significant trends favored black students from historically black institutions. Results also suggested that the cognitive effects of college racial composition are not significantly influenced by a student's individual characteristics or the average freshman class academic aptitude. (Contains 48 references.) (JB)

ED 371 678   HE 027 520

Pascarella, Ernest; And Others
Cognitive Effects of Two-Year and Four-Year Colleges: Some New Evidence.

students, because of the special character of trust and dependency that exists. Procedural fairness for all parties to a complaint can be assured if guidelines are developed; distributed and communicated widely among faculty, staff, and students; and training takes place. The guidelines should include both formal and informal remedies. Informal communicative remedies work best where the desired outcome is simply to bring the harassment to an end, and not necessarily to punish or expose those accused of harassment. Informal remedies such as mediation, counseling, or facilitated communication among the parties involved often deserve greater consideration either as part of or as alternatives to formal and legal remedies such as filing an appeal. Harassment situations are further complicated by nonhierarchical power relationships (such as harassment between students), resistance to the legitimacy of sexual harassment complaints, and the issue of consensual relationships. (JDD)

ED 371 697 HE 027 539

Saulnier, Bruce M.
The Introductory Computer Course: A Cooperative Experiential Tool for Teaching Problem Solving.
PUB DATE- Oct 93
NOTE- 15p.; Paper presented at the National Conference of the College Teaching and Learning Exchange (San Jose, CA, October 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Cooperative Learning; Decision Making; *Experiential Learning; Higher Education; Instructional Effectiveness; Introductory Courses; *Problem Solving; Systems Approach; *Teaching Models

A cooperative work group experiential format is proposed for an introductory college computer course, which views the computer as one of several components of a business information system. The system is applied to a five-step problem solving model, consisting of problem analysis, problem understanding, making decisions, designing the solution, and implementing the solution. The model is experienced by the students through the theme of career development in which the students focus on the issues of college selection, major selection, and career options upon graduation. Thus, the traditional systems development process is introduced through a problem solving model and used as a basis for future classroom exercises. Employing this cooperative experiential approach, the course addresses issues involving both effectively working in groups and decision making in both individual and group settings. Simultaneously, the course covers the content requirements of the discipline. Since students are actively involved in the learning process and, in effect, teach each other, the emphasis of the course has shifted from a "teaching" environment to viewing the classroom as a "learning" laboratory. Students in the experiential course scored approximately one letter grade higher on end-of-semester standardized final examinations than did students enrolled in traditional sections of the course. (Contains 10 references.) (Author/JDD)

ED 371 698 HE 027 540

Historically Black Colleges and Universities Historic Building

Administration; Educational Planning; *Educational Technology; Elementary Secondary Education; Microcomputers; Networks; *School Districts; *Strategic Planning; *Teaching Methods; Technological Advancement; Telecommunications
IDENTIFIERS- Technology Plans; West Ottawa Public School District MI

This document is a strategic plan for the implementation of technology in the West Ottawa School District (Holland, Michigan). Developed in response to the passage of a bond issue with funding for educational technology in 1990, the plan proposes to support all aspects of the educational process, using technology not only as a tool for instruction, but also as a support for the classroom through improved communications and administrative functions. In the past 8 years, the district has standardized its use of two manufacturers of computers, using IBM machines primarily for administration and Apple computers for instruction. To date, newer technologies have not really been used to change teaching and learning. The district's objectives are to promote student and teacher use of technology, with equity of access for all grade levels and improved staff training. Strategies toward these objectives include establishing a fiber-optics network, developing communications cable plant standardization, setting up video and computer networks, standardizing the schools' computer hardware (moving toward IBM for instructional use), and setting up a district telephone system. It is recommended that the plan be updated annually. (Approximately eleven figures illustrate proposed strategies, and an appendix defines the instructional-computer purchasing policy. (SLD)

ED 371 717 IR 016 631

Rutkowski, Kathleen M.; And Others
Building Consensus/Building Models: A Networking Strategy for Change.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 94
NOTE- 101p.; Based on the Building Consensus/Building Models for K-12 Networking Workshop (Washington, DC, October 28-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Computer Networks; Cooperative Learning; Demonstration Programs; *Educational Change; Educational Finance; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Information Utilization; Models; Needs Assessment; *Networks; Partnerships in Education; *Policy Formation; *Program Development; *Systems Development; Teacher Education; Training
IDENTIFIERS- *National Science Foundation; Reform Efforts; Training Needs

In October 1993, more than 70 educational decision makers and practitioners from across the country met to discuss ways to support and promote school networking and to formulate recommendations for the National Science Foundation (NSF) to use in establishing funding priorities, goals, and evaluation strategies. This report presents the recommendations that came out of this conference. Broad consensus was reached on the need for educational change, the potential of networking to enable change, and the critical success factors for change. Policy makers are urged to work together to develop a careful, consistent, and coordinated strategy to support networking. A first set of recommendations asks that networking demonstration

NOTE- 95p.; For the 1993-1997 report, see ED 353 979.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Disabilities; Library Circulation; Library Collection Development; *Library Development; *Library Networks; *Library Planning; *Library Services; Library Standards; Limited English Speaking; Long Range Planning; Needs Assessment; Older Adults; *Public Libraries; Rural Population; Shared Resources and Services; State Libraries; *User Needs (Information)
IDENTIFIERS- Library Policy; Library Services and Construction Act; *Louisiana

This 5-year plan for the improvement of library service in Louisiana identifies specific existing inadequacies and presents specific goals and objectives as part of an overall plan to overcome barriers to the best possible library service in the state. It is noted that, in Louisiana, the State Library does not have administrative authority over any other library. Although poverty and illiteracy are prevalent in Louisiana, each of the state's 64 parishes has an established public library system. Circulation numbers are showing steady increases, demonstrating that people in Louisiana need and use their libraries. Fifteen goals are identified for the improvement of Louisiana libraries. Most deal with extending and improving existing services, and a number concentrate on specific populations of users, such as the disabled, the limited-English-speaking, or senior citizens. For each goal, status/needs, objectives, activities, and evaluation are detailed. Plans are also defined for establishing library-sharing networks. Four appendixes contain a library organization chart, maps showing information about Louisiana, a description of the State Advisory Council on Libraries, and criteria and policies of the Library Services and Construction Act. (SLD)

ED 371 739 IR 054 995

Russell, Dale W.
Language Acquisition in a Unification-Based Grammar Processing System Using a Real-World Knowledge Base.
PUB DATE- Jul 93
NOTE- 392p.; Ph.D Dissertation, University of Illinois at Urbana-Champaign.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Computational Linguistics; Computer Oriented Programs; Computer Software Development; Context Effect; Databases; *Definitions; Grammar; Knowledge Level; Language Acquisition; Language Research; *Lexicology; Semantics; *Syntax
IDENTIFIERS- *Natural Language

An obstacle in Natural Language understanding is the existence of lexical gaps, i.e. words or word senses that are not in the lexicon of the system. This thesis describes the implementation of MURRAY, a learning mechanism which infers the properties of a new lexical item from its syntactical environment and infers its meaning based on context and a domain-specific database of real-world knowledge. It combines these syntactic and semantic properties to result in a version space of possible lexical entries for the unknown. MURRAY is an extension to an existing unification-based grammar processing system, UNICORN. It is publications of monographs and serials; and prices of these publications. Some of the findings from this section are: research libraries' percentage of the university budget has shrunk; serial prices have continued to rise creating difficulties; and salaries have declined while other operating expenditures have risen. Part II deals with information needs and new technologies and how they will affect scholarly communication. The ARL Statistics Questionnaire is included in the appendix. (Contains 100 references.) (JLB)

ED 371 759 IR 055 084

Garrison, Guy
A Century of Library Education at Drexel University: Vignettes of Growth and Change.
PUB DATE- 19 Nov 92
NOTE- 24p.; Lazerow Lecture presented at Drexel University (Philadelphia, PA, November 19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; Bachelors Degrees; Curriculum Development; Educational History; Higher Education; Information Science; *Information Science Education; Institutional Characteristics; Librarians; *Library Education; *Library Schools; Library Science; Program Development
IDENTIFIERS- *Drexel University PA; Historical Background

In recognition of the centennial of the College of Information Studies at Drexel University (Pennsylvania), the history of the school is reviewed by a former dean, with reference to anecdotes and exemplary events. Drexel opened in 1891 and began its library science training program the following year. The founding years through 1921 were followed by a period of professional training in a genteel tradition of solid practical preparation. The era from 1949 to 1967 was one of expansion that saw the birth of information science. From 1968 through 1987 the school diversified, rebuilt, and strengthened, changing its name to the School of Library and Information Science in 1978 and to the College of Information Studies in 1984, when a baccalaureate degree (BS) was added. The BS degree was the major curricular innovation of the second half of the school's life and has done much to strengthen the overall program. (SLD)

ED 371 760 IR 055 085

Jackson, Betty Anne; Hughes, Sandra
Partners in Action Growth Profile, Principal's Handbook. Elementary Support Document.
PUB DATE- 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Cooperative Planning; *Course Integrated Library Instruction; Curriculum Development; Educational Planning; Elementary Education; Foreign Countries; Information Skills; Information Technology; Learning Resources Centers; *Librarians; *Librarian Teacher Cooperation; Library

economic principles and the extent to which a student's math background determines performance in micro- and macro-economic courses. Students (N=156) from six economic principles classes were surveyed regarding their high school math backgrounds, scores on math placement exams, and college math courses completed. Information for 93 of the students was either regressed/correlated or subjected to analysis of variance against student final term averages in the surveyed classes. The following conclusions were reached: (1) the level of college math completed appears to have a small, but still significant effect on a student's final term average in the micro- and macro-economics courses; (2) some relationship was found between a student's score on the numerical math placement exam and the student's final term average in economics, though no relationship was found for the other placement exams; and (3) no relationship was found between high school math background and final averages in economics. Appendixes include the math survey and the regression analyses. (KP)

ED 371 780   JC 940 349

Davis, Fran; Nemiroff, Greta Hofmann
Towards a Gender-Fair Education in the CEGEPs.
SPONS. AGENCY- Quebec Dept. of Higher Education and Science, Quebec.
PUB DATE- Jun 93
NOTE- 400p.; For the Gender-Fair Education Teacher Kits, see JC 940 385.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Curriculum Development; Curriculum Evaluation; English Instruction; Foreign Countries; French; French Canadians; Humanities Instruction; Philosophy; Questionnaires; Sex Bias; *Sex Fairness; Sex Stereotypes; *Teaching Methods; Two Year Colleges; Womens Studies
IDENTIFIERS- *College of General and Professional Education PQ

A project was undertaken to develop a model for gender-fair education (GFE) in compulsory English, French, humanities, and philosophy courses in Quebec's Colleges d'Enseignement General et Professionel (CEGEPs), and to test the model's effectiveness in the classroom. First, core teachers at the CEGEP were surveyed to determine how they viewed and dealt with gender issues and their interest in participating in a classroom experiment. A second survey was then conducted of possible participants in the experiment and the students in their classes. From these surveys, a GFE teaching model was constructed, in English and French, and teachers selected to participate in implementation were trained in the model's gender-fair course design and pedagogical methods. Finally, a student attitudinal survey was created to assess the effectiveness of the model, addressing the issues of gender and learning; ethnic and racial issues; individual self-expression; sexual orientation; and independence and risk-taking. In fall 1992, a sample consisting of 419 students submitted usable pre- and post-semester attitudinal surveys in 14 experimental and 5 control sections. Significant positive changes in attitudes toward female stereotypes, sexual orientation, and independent learning styles were observed. Biases regarding male stereotypes and racial issues were also significantly more frankly reported by male students. The study report provides a literature review on gender fairness in the classroom and 49

Development; Retraining; *School Business Relationship; Two Year Colleges

Four major trends reshaping the American economy are having a tremendous effect on the number and nature of jobs in the United States: (1) corporate downsizing; (2) the outsourcing of work and services; (3) increasing use of "contingent" workers; and (4) the increasing income disparity between high school and college graduates. These trends have had astoundingly little effect on public policy. In this environment, community colleges face both economic and educational challenges. Community colleges are quick to add new programs, but too often do not understand the natural way that firms learn. Rather than working against the economic forces that affect the workforce development problem, community colleges should leverage natural patterns of business-to-business communication and information gathering and strive to better understand the supplier networks. If community colleges are to be successful in utilizing the natural ways that firms learn, their ability to deliver relevant training to currently employed workers whose skills need upgrading will be of critical importance, and will require colleges to rethink what the outcomes of training programs should be. Community colleges also need to develop two-way partnerships with secondary schools in school-to-work transition. Colleges must be willing to adapt successful models from nontraditional sources and to find new and better applications of learning technologies, learning strategies, and pedagogies. The greatest hurdle is changing the way the country thinks about employment and training programs. This will require community colleges to become even more involved and to assume a leadership role in the political process of redefining national priorities. (KP)

ED 371 797 JC 940 399

Pantano, John
Comprehensive Minority SEM Programs at Santa Fe Community College.
PUB DATE- May 94
NOTE- 11p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *College Mathematics; Community Colleges; *Engineering Education; *Mathematical Enrichment; Mentors; *Minority Groups; Program Effectiveness; *Science Education; *Student Recruitment; Two Year Colleges; Womens Education
IDENTIFIERS- *Santa Fe Community College NM

Santa Fe Community College (SFCC) has developed a series of minority science, engineering, and mathematics (SEM) programs to address the growing need for students receiving college and advanced degrees in science-based career fields and the underrepresentation of minorities in these fields. The goals of the SEM programs are to interest more women and minorities in pursuing SEM degrees; prepare students for the academic and personal challenges of college; improve the probability of student success in SEM programs; and increase the number of transfer students. Current SEM programs at SFCC include: (1) the Young Scholars program, a 4-week summer program for 7th and databases of certain state and federal agencies to collect follow-up data on former students or program participants. The databases that are collected include those of the Florida Department of Corrections; Florida Department of Education, including the Board of Regents, State Board of Community College, Division of Public Schools, and Office of Student Financial Assistance; U.S. Department of Defense; U.S. Office of Personnel Management; U.S. Postal Service; Florida Department of Administration; and Florida Department of Labor and Employment Security. FETPIP provides follow-up services to 75 programs and organizations on more than 1.8 million former students, participants, ex-convicts and trainees. This article provides guidance to states who may be considering similar programs in the areas of: (1) collecting data by computer matching; (2) recognizing the ownership of individual data; (3) taking the initial steps (i.e., determine interest and receptivity, determine conditions under which administrative records can be linked, review wage record and student/participant record structure and content, involve the agency responsible for administering the state's unemployment insurance program, and determine who does what); (4) developing interagency agreements; (5) carrying out the interagency agreements; and (6) cultivating ideas for the future direction of the system. (KP)

ED 371 814   JC 940 423

Florida Employer Opinion Survey. Annual Report, August 1991.
PUB DATE- Aug 91
NOTE- 81p.; Product of the Florida Education and Training Placement Information Program. For 1992 and 1993 reports, see JC 940 424 and JC 940 425, respectively.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Community Colleges; *Employer Attitudes; Job Skills; Job Training; Occupational Surveys; *Outcomes of Education; Questionnaires; Secondary Education; State Surveys; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Education and Training Placement Info Prog FL; Florida

The third in a series of annual employer opinion reports from the Florida Education and Training Placement Information Program (FETPIP), this 1991 report summarizes the results of three surveys of Florida employers known to have hired former vocational education program participants. One survey solicited employers' general opinions about vocational program completers, while the other surveys focused on employers of radiologic technology program graduates and accounting, clerk typist, and data entry program graduates, respectively. Highlighted survey results include the following: (1) for the third year in a row, employers expressed satisfaction with the occupation-specific skills preparation of employees, and dissatisfaction with basic skill preparation, with levels of both satisfaction and dissatisfaction appearing to increase; (2) employers who responded to the radiologic technology survey indicated higher levels of satisfaction for those hired in this field with respect to their technical and general work preparation; (3) employers who responded to the survey related to the hiring of business program graduates were satisfied with the technical skills of their employees in related fields, but dissatisfied with basic employability skills; (4) overall,

*Performance Contracts; Program Effectiveness; *Rehabilitation Programs; *Student Behavior; Student Responsibility
IDENTIFIERS- Contingency Approach; *Middle School Students; Point System

This practicum report describes a 15-day in-room suspension strategy designed to reduce the increasing number of principal-initiated student suspensions resulting from inappropriate conduct. The program's distinguishing features entailed a central figure who predetermined the candidates by means of a pre-suspension interview, parental-student involvement and choice, and the student's motivation for avoiding an impending principal's suspension. A contingency contract delineated the conditions that necessitated pupil isolation, while promoting structure and a guidance curriculum that featured communication skills. It also introduced, through a point system, a behavioral modification strategy that conceivably reduced the duration of the in-room suspense from an unprecedented 15 school days to 10 days. The program was rehabilitative rather than punitive in design. Analysis of the program data revealed an impressive improvement among those in need of academic structure and a minimal effectiveness among reluctant participants. An accomplished teacher-in-charge, parental involvement, and continual intercommunication contributed to the program's success. The report's 11 appendices contain: (1) the program proposal; (2) the contingency contract; (3) an explanation of the point system; (4) an anecdotal or point system form; (5) an evaluation summary of the assignee; (6) the questionnaire, key, and results to the pretest-posttest sample of attitudes; (7) the teachers' survey and results analyzing attitudes of the IRS-RISC participants; (8) a student-parent interview critique; (9) the modified contingency contract; (10) the student progress sheet; and (11) the assignment format. Contains 60 references. (TJQ)

ED 371 834   PS 022 403

Hearing on H.R. 6, the Elementary and Secondary Education Amendments of 1993. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Oakland, Michigan, May 1, 1993).
PUB DATE- 94
NOTE- 92p.; Serial No. 103-41.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Educational Attitudes; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Hearings; Librarians; Program Effectiveness; Program Evaluation; Program Improvement; Public Policy; Reading Consultants; Teachers
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act; Michigan

These hearing transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education Act (ESEA), which since 1965 has provided the bulk of federal aid to elementary and secondary schools and related programs. Much of the testimony was from Michigan school administrators, teachers, and educational specialists who voiced opinions about the efficacy of specific programs funded by the ESEA, particularly those programs that they would like to see expanded or improved. Testimony was heard from: (1) a district reading specialist; (2) an elementary school principal; (3) a

Children
IDENTIFIERS- Family Support; Hawaii; *Kamehameha Early Education Program

Kamehameha Schools' Prekindergarten Educational Program (PREP) was started in 1978 to prepare at-risk Hawaiian families and their children for success in school. PREP's direct services include: (1) parent-infant educational services, including home visits to help parents prepare for a new baby and later learn appropriate child development activities; (2) a traveling preschool, which involves a teacher and aide conducting a 2-hour preschool session at a park or other community site; and (3) a center-based preschool held by a teacher and aide 5 days a week for full school hours. In addition, PREP has two support groups, including the Project Team, which develops curriculum, conducts training, provides consultation to staff, reviews assessments, and makes modifications; and the Evaluation and Data Management Department, which assesses attendance patterns, demographics, and participant outcomes. PREP emphasizes language and literacy, family involvement, and Hawaiian culture. Language skills are developed through book-lending programs and through listening and writing centers. The program offers various ways for extended families to participate and play leadership roles in programs. Traditional Hawaiian language, songs, dances, and crafts are included in the program, and staff members try to model and teach traditional Hawaiian values to children. PREP uses a variety of standardized and specifically developed assessment tools to measure program success. (AC)

ED 371 854   PS 022 449

Comeau, Rebecca
Bridging Adult Differences through a Problem-Solving Approach to Toilet Learning with Toddlers.
PUB DATE- 94
NOTE- 42p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Change Strategies; Child Development; Conflict Resolution; Cultural Differences; Day Care Centers; *Educational Attitudes; *Parent Attitudes; *Parent Teacher Cooperation; Preschool Education; Questionnaires; *Teacher Attitudes; *Toddlers
IDENTIFIERS- *Toilet Training

This practicum addressed the problem faced by a child care center in dealing with parents from various ethnic backgrounds who possessed different views on toddler toilet training. The goal of the 10-week project was to establish an environment in the toddler program that allowed teachers and parents to approach toilet training cooperatively. During the first week, parents and teachers were surveyed about their attitudes toward toilet training, from which staff developed a plan of action for working with each parent. Staff then provided parents with educational materials on toilet training and initiated weekly communications between parents and teachers concerning each child's toilet training experiences. The strategy empowered the parents and teachers to identify and resolve issues regarding toilet training, successfully reducing conflicts between parents and teachers. (Four appendixes provide copies of the parent and teacher surveys as well as toilet training observational journals and logs.) (MDM)

ED 371 855   PS 022 450

average daily program participation; (5) average meal prices; and (6) participation in the Denver metro area, outlying cities, outlying towns, as well as in recreational, rural, small attendance, and urban or suburban settings. (MDM)

ED 371 875   PS 022 477

Stokes, Anne
The Thinking Parent: Understanding and Guiding Your Child.
PUB DATE- 93
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Child Rearing; Discipline; Elementary Education; Family Life; Parent Attitudes; *Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent Materials; *Parent Role; Parents; Self Esteem
IDENTIFIERS- Family Communication; Parenthood; Parenting Styles

Noting that the principles of good child rearing that apply to very young children are the foundation of the principles that deal with older children, this book translates those early foundational principles and applies them to the kindergarten through grade six child. The material uses a common sense approach that acknowledges the uniqueness of each parent and child and encourages parents to think through their own special solutions to child-rearing quandaries. Rather than offering a system or "quick fix," the book is based on the assumptions that no one knows the child as well as the parent; the parent is an intelligent, searching person; and the parent is looking for a way to sort out the occasional chaos and frustration of parenting. Following an introduction, "The Perfect Parenting Myth," the 13 chapters are: (1) "A Look at Development"; (2) "An Introduction to Self Esteem"; (3) "Moral Development"; (4) "Developing Internal Control"; (5) "Common Courtesy"; (6) "Your Child and Work"; (7) "Family Rituals and Traditions"; (8) "The Art of Asking Questions"; (9) "Discipline and Punishment"; (10) "Taking Time"; (11) "Your Parenting Style"; (12) "Motivation to Learn"; and (13) "Beginning a New School Year." (TJQ)

ED 371 876   PS 022 480

Kieff, Judith
Early Childhood Education in the McAllen Independent School District: A Contracted Study.
PUB DATE- Mar 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; *Early Childhood Education; *Educational Assessment; Educational Quality; Elementary School Curriculum; *Institutional Evaluation; Multicultural Education; Parent Participation; Preschool Curriculum; Program Descriptions; *Program Evaluation; Program Improvement; *School Districts; Staff Development; Student Evaluation; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs; *McAllen Independent School District TX; Texas

A study was conducted of the early childhood programs in the

Family Support and School-Linked Services.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; *Family Programs; Institutional Cooperation; Parent Education; Parent Materials; Parent Participation; Program Descriptions; Program Evaluation; Shared Resources and Services; Social Services
IDENTIFIERS- Family Resource and Support Programs; *Integrated Services; *School Based Services

This double-number newsletter issue makes the case for collaborations between families, schools, and communities as a stronger force for educating and enriching the lives of our children. It also highlights places where such partnerships are working. The newsletter includes the following articles (1) "Family Support and School-Linked Services: Variations on a Theme," on the different origins and priorities of such programs; (2) "Moving from Principles to Practice: Implementing a Family-Focused Approach in Schools and Community Services"; (3) "A Framework for Improving Outcomes for Children and Families"; (4) "Training for the Future: Family Support and School-Linked Services"; (5) "Parent Involvement: Does It Matter?"; (6) "Developing Family and Community Involvement Policies: Guidelines for School Districts"; (7) "A Funder's Perspective on School-Linked Services"; (8) "Learning from Denver Family Resource Schools: The Model and the Process"; (9) "New Partners in New York City: School Reform through Intermediary Collaborations"; (10) "Building Beacons for Children and Families in New York City"; (11) "Rural Schools and Service Integration: They Seem Willing--But Are They Able?"; (12) "Kentucky Looks at the First Year of Its Statewide Program and Charts a Course for the Future"; (13) "Motorola: A Corporate Commitment to School-Linked Collaborations; and (14) "Information Services for Parents from ERIC/EECE." In addition, the newsletter contains profiles of several collaborative support programs and projects, including four grantees of the Dewitt-Wallace Reader's Digest Fund. (HTH)

ED 371 897 PS 022 529

Johnston, Betty
Changing Parents' Understanding of Learning in a Grade Two-Three Classroom through Teacher Contacts.
PUB DATE- 94
NOTE- 66p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Class Activities; *Educational Attitudes; *Experiential Learning; Foreign Countries; Mathematics Skills; *Parent Attitudes; Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education; Questionnaires; Reading Skills; Spelling; *Student Centered Curriculum
IDENTIFIERS- Active Learning; Ontario

This practicum was designed to change parents' attitudes toward their children's learning, so that parents would understand the importance of student-centered and student-directed learning activities and have a better understanding of their children's actual learning activities. An initial telephone survey of four parents of students in a combined grade two-three class found equitably financed system of schools providing a comprehensive education program and co-curricular activities delivered by credentialed experts in modern school buildings. However, consolidation has also led to the loss of opportunities for civic education and to the dissolution of rural communities. (KS)

ED 371 915 RC 019 657

Attention Immigrant Parents: Send Your Children to School = Atencion Padres Immigrantes: Manden sus Ninos a la Esucela = Nhung Cha Me Di Dan De Y: Dem Con Ban Toi Truong Hoc.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English; Spanish; Vietnamese; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Admission (School); *Attendance; *Childrens Rights; Elementary Secondary Education; *Enrollment; *Immigrants; Parent Materials; School Districts; School Law; *Undocumented Immigrants

This one page notice to parents, printed on separate pages in English, Spanish, Vietnamese, and Chinese, emphasizes that all children have the legal right to a free public education, regardless of their immigration status. Immigrant children do not need a green card, visa, passport, or any other proof of citizenship or immigration status in order to register for school. It is also illegal for the school district to give information about immigrant children to the Immigration and Naturalization Service (INS). Information that may be asked of parents includes proof of residency in the school district, a birth certificate, immunization record, a social security number (strictly voluntary), and legal guardianship. Students without a birth certificate should not be denied admission, but students must be immunized against certain diseases before they can enroll in school. Once presented for enrollment, the child has the right to be immediately admitted to school. The only justifiable legal delay is for immunizations. The notice recommends that parents who are asked about their child's immigration status by the school or whose child is denied admission, should call META (Multicultural Education, Training, and Advocacy) immediately. (KS)

ED 371 916 RC 019 661

Vernez, Georges
Mexican Labor in California's Economy: From Rapid Growth to Likely Stability. RAND Reprints.
PUB DATE- 93
NOTE- 23p.; Light print throughout document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demography; Educational Attainment; *Immigrants; *Labor Force; Labor Market; Labor Supply; *Mexican Americans; *Migration Patterns; Population Growth; *Public Policy; Wages
IDENTIFIERS- *California; *Immigration Reform and Control Act 1986

Over the past 20 years, California has experienced a continuous,

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; *American Indian Reservations; Boarding Schools; Colleges; Elementary Schools; Elementary Secondary Education; Higher Education; Mass Media; Museums; *Organizations (Groups); Publications; Secondary Schools; Technical Assistance; *Tribes
IDENTIFIERS- Cultural Preservation; *United States (Far West)

This directory lists over 350 organizations found in Arizona, California, Nevada, and Utah whose objectives relate to the social and economic betterment of Native Americans. In addition, many of the organizations are involved in providing or improving Native American education and preserving Native culture. The first section lists national associations, organizations, clearinghouses, and centers based in the four-state region. The remainder of the directory lists organizations by state. Listings include federally recognized tribes and their reservations; non-federally recognized tribes; American Indian centers; state government agencies and organizations; postsecondary institutions and related organizations; elementary and secondary schools and related organizations; media; and museums, monuments, and parks. Each entry includes address, contact person, and a brief description of organizational objectives and services. (LP)

ED 371 935 RC 019 692

Stern, Joyce D., Ed.
The Condition of Education in Rural Schools.
PUB DATE- Jun 94
NOTE- 163p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Demography; Economically Disadvantaged; Educational Change; *Educational Finance; *Educational Improvement; *Educational Policy; Educational Research; Elementary Secondary Education; Public Schools; *Research Needs; *Rural Education; Rural Schools; *Rural Urban Differences; School Community Relationship; School Districts; School Size; School Statistics
IDENTIFIERS- National Center for Education Statistics

This report focuses on the status of rural education and is intended to provide information to education researchers, policymakers at the federal and state levels, as well as others concerned about issues in rural education. Specifically, the goal is to increase federal policymakers' attention to rural education problems, promote improvements in rural schools, and stimulate further research on rural education. This report documents how rural conditions are sufficiently different from urban ones to warrant being examined independently, and it endorses the hypothesis that a single set of public policies may not adequately address educational issues in rural versus urban settings. National data, mainly from surveys by the National Center for Education Statistics, are synthesized covering the following topics: (1) economic and demographic context of rural education; (2) location and characteristics of linkages. This book is one of a series designed to help teachers develop their science and technological education in ways that are both satisfying to themselves and stimulating to their students. The book partitions into the following chapters: (1) "The emergence of technology as a component of general education"; (2) "Technology in the National Curriculum of England and Wales"; (3) "Understanding technology-1 The seamless web"; (4) "Understanding technology-2 Values, gender and reality"; (5) "Science as a resource for technological capability"; (6) "Reworking the school science-technology relationship"; and (7) "Responses and resources: a review of the field." (ZWH)

ED 371 955 SE 054 629

Scaife, Jon; Wellington, Jerry
Information Technology in Science and Technology Education. Developing Science and Technology Series.
PUB DATE- 93
NOTE- 100p.; For other documents in this series, see SE 054 626-630.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Simulation; *Computer Uses in Education; Databases; Elementary School Science; Elementary Secondary Education; *Information Technology; Interactive Video; *Science and Society; *Science Education; Secondary School Science; Spreadsheets; Teaching Methods; *Technology Education

Science and technology are often presented and taught as two separate essences. When this is done, students as well as teachers are forced to attempt to develop the appropriate linkages. This book is one of a series designed to help teachers develop their science and technological education in ways that are both satisfying to themselves and stimulating to their students. Emphases are placed on providing an introduction to the use of information technology (IT) in science and technology education. The book partitions into three sections (Principles, Practice, and Issues and Policy) that contain the following chapters: (1) "IT into the curriculum"; (2) "Frameworks for IT use in Science and Technology education"; (3) "Introduction to the use of IT in school Science and Technology"; (4) CAL/tutorial uses: instructional uses of IT in Science and Technology education"; (5) "Simulations"; (6) "Modelling"; (7) "Databases"; (8) "Data-logging"; (9) "Interactive video"; (10) "Word-processing and desk-top publishing"; (11) "Spreadsheets"; (12) "Computers in technology laboratories"; (13) "Issues to be addressed"; and (14) "Issues for the future." (ZWH)

ED 371 956 SE 054 630

Postlethwaite, Keith
Differentiated Science Teaching. Developing Science and Technology Series.
PUB DATE- 93
NOTE- 118p.; For other documents in this series, see SE 054 626-629.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

NOTE- 13p.; Paper presented at the European Seminar on Post War History and Unification of Europe in Textbooks (Berlin, Germany, June 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communism; Content Analysis; Educational Objectives; Elementary Secondary Education; Foreign Countries; Historiography; *History Instruction; *History Textbooks; Marxism; *Modern History; *Social Change; Socialism; Teacher Education; Textbook Bias; *Textbook Content; Textbook Research
IDENTIFIERS- European Community; *Rumania; USSR

This document surveys the changes in the content of history textbooks in Romania from the end of World War II to 1991. Post war Romanian education is examined through the education laws of 1948, 1958, and 1975, and at the syllabi and textbooks used. The textbooks are relevant for such an analysis because they represent the main material support of didactic information. The study examined 15 editions of middle and high school texts published from 1957 to 1991. History teaching followed the same stages as the entire social and political life of the country. The specifics of history teaching depended on the degree of implication of the political factor in the elaboration of objectives, adequate content for attaining the objectives, and the methodological framework. The first stage of the post war education system in Romania began with the Education Law of 1948 through which Stalinist viewpoints on society and history emerged. By the mid 1960s Romanian history texts no longer placed the Soviet Union in a key role. During this period topics after World War II were grouped as: (1) the capitalist states; (2) "popular democracies," the socialist or communist countries; (3) national liberation movements in colonial countries; (4) the international communist and working class movement; and (5) science and culture. The 1991 textbooks reflect the elimination of value judgments from the titles, groupings of problems facing human society as a whole, and the growing recognition of the importance of individuals. (DK)

ED 371 976   SO 023 383

Herrington, Carolyn D.
Accountability, Invisibility, and the Politics of Numbers: School Report Cards and Race.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Educational Assessment; Educational Research; Elementary Secondary Education; Ethnic Groups; *Minority Groups; Politics of Education; Public Schools; *Racial Differences; *Report Cards; *School Effectiveness; *Student Evaluation
IDENTIFIERS- Dade County Public Schools FL

This study focuses on school report cards as an accountability tool, and on how their use interacts with one of the most persistent problems facing the public education system, i.e., the continuing underachievement of minority students. The paper looks specifically at the issues concerning the desirability of reporting student performance by race and ethnicity at the school level. The use of school based performance data

Educational Policy; *Educational Principles; Elementary
Secondary Education; Higher Education; *Individual Development;
Parent School Relationship; Policy Formation; School Community
Relationship; Student Attitudes; *Student Motivation; *Thinking
Skills

Certain guiding principles emerged from a century of research on teaching and learning. Many of those principles arise from research and practice in various areas of psychology. Learner-centered psychological principles and a systems perspective for incorporating them are necessary components of a new design for schooling. Among metacognitive and cognitive factors that influence schooling are the nature of the learning process itself, the goals of the learning process, the construction of knowledge, and higher order thinking. Student motivation is the most significant affective factor influencing schooling. Developmental constraints and opportunities provide another source of the factors affecting schooling. Social and individual factors also enter into the equation. Such factors and others have implications for school reform and redesign. All contribute to the effectiveness of instruction, curriculum, assessment, instructional management, teacher education, and parental and community involvement. Any improvement in education must encompass a program of learner centered assessment that requires high standards for each student and for each goal, individually negotiated by student and teacher. (SG)

ED 371 995   SO 024 036

Lord, Mary, Ed.; McCoy, Martha L., Ed.
In Harm's Way: When Should We Risk American Lives in World
Conflicts? A Study Circle Program.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Armed Forces; Conflict; Conflict of Interest;
Conflict Resolution; *Controversial Issues (Course Content);
Critical Thinking; *Decision Making; Discussion (Teaching
Technique); Discussion Groups; Ethics; Foreign Countries;
Instructional Materials; International Relations; Moral Issues;
Political Issues; *World Affairs; World Problems

This four-session discussion guide, intended for use by teachers, students, and the community at large, explores the ethics of intervening or not intervening in conflicts abroad. Inserts provide current information on conflicts in Bosnia, Haiti, North Korea, and Somalia where U.S. military involvement is at issue, but the flexibility of the guide enables groups to include other world conflicts in discussions. The discussion sessions in the program focus on four areas: (1) reasonable grounds for using military force; (2) U.S. lives placed in harm's way; (3) U.S. involvement in the cases of the globe. Each session contains brief background material, a full range of possible positions, and discussion questions. Session 1 also provides a summary of the just-war doctrine and an annotated bibliography. Session 2 includes further information with an annotated bibliography, and session 3 presents a summary of current wars and an annotated bibliography. Session 4 presents information about who is responsible for dealing with conflicts around the globe. A description of a typical study circle

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *Descriptive Writing; Elementary Secondary Education; *Fiction; Foreign Countries; *History Instruction; Instructional Materials; Language Skills; Learning Activities; *Literary Genres; *Story Reading
IDENTIFIERS- *Historical Fiction; Historical Interpretation; Historical Materials; Trade Books

The use of historical fiction in schools in the United Kingdom can help develop language skills and encourage a curiosity about the past. Major historical events contain drama and tension, and an imaginative story about an historical event captures children's emotions and intrigue. Historical fiction is a literary genre where opportunities exist to introduce children to well constructed, descriptive writing. This exposure to descriptive writing extends a child's range of descriptive language. An example portrays how historical fiction can be used effectively in and outside of the classroom with cooperation among the author, publisher, school, and an educational officer at an historical site. Good historical fiction based on solid research, backed by heritage organizations, and used by imaginative teachers is of real value in increasing children's awareness of their country's past. (CK)

ED 372 016 SO 024 251

China: Tradition and Transformation. Curriculum Projects. 1993 Fulbright Hays Seminar Abroad Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 94
NOTE- 499p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Comparative Education; *Cross Cultural Studies; Cultural Background; Cultural Influences; Cultural Traits; *Curriculum Design; *Curriculum Development; Elementary Secondary Education; Folk Culture; Foreign Countries; Global Approach; Instructional Materials; Postsecondary Education; Social Studies; *Teaching Guides
IDENTIFIERS- *China; Fulbright Hays Seminars Abroad Program; Global Education

Sixteen participants in the 1993 Fulbright Hays Seminar Abroad Program present curriculum projects that focus on tradition and transformation in China. The curriculum projects highlight the diversity of interests and disciplines of the participants and offer ideas for various educational levels. The projects include: (1) "Beijing Bicycle" (Sylvia Brown); (2) "Chinese Philosophy and Religion: Buddhism; An Experiential Approach" (Daniel A. Camilli, Jr.); (3) "Employing the Creative Arts in the Instruction of the Learning Disordered Child" (Richard Lance Corey); (4) "Jiaoshu Yuren 'Teach Knowledge, Form Human Character': Moral Education in the People's Republic of China" (Helen A. Finken); (5) "Chinese Studies" (Mary Ellis-Hansen); (6) "Cultural Contexts of Population Management Policies" (Barbara Liddell); (7) "China: Transition and Transformation" (Joann Malone); (8) "Money: Dollar vs. Yu[illegible] (Mel Miller); (9) "China, Hong Kong, Taiwan: Tradition and Transformation" (Peggy R. Moring); (10) "China/U.S.A., Bejing/Washington D.C.: A Sense of China" (Diane Naegeli); (11) "China: Across the Globe and Across the Curriculum" (Julia Olvera); (12) "China Studies:

did not provide reduced teaching loads, extra secretarial help, or extra funds for travel or equipment to encourage teachers to engage in grant-related activities. Teachers did not perceive that their grants activity was important in the tenure decision process. Teachers reported that a general lack of knowledge of grantsmanship, their teaching responsibilities, and a lack of administrative encouragement were the primary obstacles to their involvement in grant development. Recommendations for helping teachers to become more involved are discussed. (Contains 11 references.) (JDD)

ED 372 034   SP 035 304

Carey, P. S.; Carter, D. S. G.
Educating the Reflective Practitioner for Catholic Secondary Schools.
PUB DATE- Jul 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Perth, Western Australia, Australia, July 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Church Related Colleges; Competency Based Teacher Education; Foreign Countries; Higher Education; Partnerships in Education; Practicums; *Preservice Teacher Education; Program Evaluation; Program Implementation; Secondary Education; Self Concept; *Teacher Education Programs; *Teacher Effectiveness; *Teaching Models
IDENTIFIERS- Australia; *Reflective Teaching; *University of Notre Dame (Australia)

This paper reports on the conceptualization and first year of implementation of a model of preservice teacher education and training established at the University of Notre Dame Australia to meet the specific needs of the Catholic education system. In setting up an appropriate model, the notion of the graduate teacher as one who is critically self-aware and sensitive to students' needs within a faith community assumed central importance. The nature of the Catholic school is outlined, with its emphasis on a holistic approach to education and its view of school as community. An essential component of the Diploma in Education program is students' involvement in a regular, well-planned, professionally supervised experience in schools. A curriculum sequence based on developmental and sequential stages was designed to facilitate the development of competence in planning, implementing, and evaluating teaching-learning processes and contexts across different subject areas. Data analysis that used a modified version of the Developmental Research Sequence provided evidence that the first year of the course has helped neophyte teachers move towards an ideal of reflective practice through building self-efficacy. (Contains 16 references.) (JDD)

ED 372 035   SP 035 305

Gilles, L. Talbot
The Assessment of Student Study Skills and Learning Strategies To Prepare Teachers for Academic Advising Tasks or The Prevalidation of Motivated Strategies for Learning Questionnaire (MSLQ), Learning and Study Strategies Inventory (LASSI), and Test of Reactions and Adaptation to College (TRAC).
PUB DATE- Jan 94

creative movement/dance should be part of the classroom curriculum. Survey results/evaluation and recommendations for future dance projects for Idaho are included. (LL)

ED 372 053 SP 035 342

Milani, Jim
Educational and Career Development for the Exercise Science Major: An Introduction.
PUB DATE- 27 Apr 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Credentials; *Exercise Physiology; Higher Education; Intellectual Disciplines; *Majors (Students); *Occupations; Organizations (Groups); *Physical Education; *Professional Education; Salaries

Physical education and exercise science are sometimes indistinguishable disciplines, though physical education's primary focus is on schools and school-aged children while exercise science focuses on nonschool settings and populations. As a discipline, exercise science can be broken down into scientific, clinical, and service aspects. Depending upon the academic department in which the exercise science program is housed, general requirements, program-specific curriculum, secondary fields of study, and electives vary widely among programs. Approximately one-third of the academic program comprises elective courses tailored to specific aspects of exercise science. Identified are 26 occupational titles, in addition to 26 occupational settings. Salary surveys suggest that individuals graduating with an undergraduate degree can expect to earn a mean income between $17,700 and $23,143 in most metropolitan areas, with the amount influenced by the type of degree and occupational setting. The credentialing of exercise science professionals is a monumental undertaking as they include a diverse group of occupations from aerobics instructor to orthopedic surgeon. Credentialing may be earned by the individual or the institution where the individual is educated or works, and may take the form of accreditation, licensure, registration, or certification. Appendixes list names and addresses of trade and professional associations and credentialing organizations. (Contains 18 references.) (JDD)

ED 372 054 SP 035 343

Davis, Louise E.; Turner, James S.
An Investigation of the Cultural Sensitivity Level of Elementary Preservice Teachers.
PUB DATE- 10 Nov 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Curriculum; *Education Majors; Elementary Education; Higher Education; Intercultural Communication; Knowledge Level; Multicultural Education; Opinions; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Curriculum

(050)
DESCRIPTORS- *Daily Living Skills; Family Life; *Geography; Information Sources; *Interpersonal Communication; Leisure Time; Recreational Activities; *Sociocultural Patterns; Time; Travel
IDENTIFIERS- *United States

The guide provides a brief introduction to the culture and language of the United States, and is designed for visitors, students, and business travelers. It offers practical information on various aspects of daily living, including: money and banks; food; restaurants; drinking and smoking laws; hotels; postal and telecommunications services; transportation; shopping; health, medical care, and safety; electricity and electronics; tipping; measurement and clothing size conversions; greetings and leave-takings; names, titles, and forms of address; conversation topics; friendship; invitations; personal space and privacy; time; silence and noise; equality; independence; eating customs; family life; leisure activities; holidays; and the environment. Suggestions for appropriate behavior and expectations are offered. It also includes basic information about the United States: a historical sketch; a political map; facts about geography and population; government; economy; religion; education; and the arts. (MSE)

ED 371 596   FL 022 224

Clark, Raymond C.
Language Teaching Techniques. Resource Handbook Number 1, Second, Revised Edition.
PUB DATE- 87
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Grammar; Language Skills; *Pattern Drills (Language); *Second Language Instruction; *Second Languages; Skill Development; Teaching Guides

The guide describes classroom second language teaching techniques, based on materials developed for use in Peace Corps language training. They are primarily designed for listening and oral language skill development, but could be adapted for written language skill practice. The techniques are divided into two types: those for improving students' communicative competence (including extensive and appropriate vocabulary, gestures and body language, cross-cultural awareness, sociolinguistically appropriate usage) and those for improving grammatical accuracy. The two-part division is based on an approach entitled Interplay, which encourages constant interaction among participants in learning (teacher, student, and materials) with the objective of developing both communicative competence and grammatical accuracy. Within both groups of activities, there is a general progression from tightly-controlled activities, frequently teacher-centered, to less-controlled activities that allow for creative exploration of language. For each activity, these components are provided: purpose, a brief description, sample text, illustration, basic procedures, variations, and guidelines for writing a classroom ritual. A final chapter offers techniques for minimizing disruption in periods of transition inherent in the classroom: beginning of teaching session; change in activity; and bringing the session to a close. (MSE)

Measurement of the mutual intelligibility of dialects of a language is discussed. The focus is on several theoretical constructs in measurement, illustrated with data from an earlier study of the mutual intelligibility of 17 Chinese dialects. Measurement procedures are also explained. It is proposed that mutual intelligibility is based on the ability to categorize things and recognize patterns, and that phonological correspondences between source and target dialects fall into two categories: common (communication signals) and less common (noise interference). Further, these patterns of correspondence (signal and noise) can be weighted according to the characteristics of their occurrence. Computation of indexes of mutual intelligibility using these weightings, made at the level of the syllable-word in Chinese, is explained. Appended materials include: calculations for the mutual intelligibility of initial consonants, vowels, endings, and tones of two Chinese dialects, those of Beijing and Jinan; a chart illustrating degree of dialect affinity of 17 Chinese dialects based on mutual intelligibility; a chart illustrating dialect affinity based on genetics relations of initials, finals, and tones. Contains 29 references. (MSE)

ED 371 617 FL 022 263

Pavlou, Pavlos Y.
The Use of the Cypriot-Greek Dialect in the Commercials of the Cyprus Broadcasting Corporation.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the International Linguistics Association (37th, Washington, DC, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Bidialectalism; *Broadcast Industry; Comparative Analysis; Foreign Countries; *Greek; *Language Attitudes; *Language Role; *Regional Dialects; Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- Cyprus; *Cyprus Broadcasting Corporation (Switzerland)

A study investigated the use of the Cypriot Greek dialect (CG) in radio commercials of the Cyprus Broadcasting Corporation (CBC) over a period of ten years. CG, the language of everyday interaction in Cypriot villages, is distinguished from the other language variety commonly used, one closer to standard modern Greek. Analysis of the radio commercials in CG focuses on why this variety is chosen in certain commercials, principally those for traditional food products, locally manufactured products competitive with similar imported products, and products whose possession indicates maintenance of traditional values. It is concluded that CG is used to appeal to rural lower and middle class consumers who embody the values of traditional Cypriot society. The most important values, as deduced from the commercials themselves, include consumption of traditional foods, exclusive use of Cypriot products, and priority of family. These commercials also tend to be broadcast at a single peak listening time, after church and before the traditional family meal on Sundays. (MSE)

ED 371 618 FL 022 264

Wells, Gordon
Text, Talk and Inquiry: Schooling as Semiotic Apprenticeship.
PUB DATE- Dec 93

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Educational Strategies; Elementary Secondary Education; *English (Second Language); Instructional Effectiveness; Language Research; Language Skills; *Linguistic Theory; Second Language Instruction; Second Language Learning; *Second Languages; Skill Development; Teacher Role; *Whole Language Approach

A review of recent literature on the whole language approach to second language teaching focuses on the value of the approach for English-as-a-Second-Language (ESL) learning. It examines research and theory dating back to 1977 on various aspects of the first- and second-language learning environment and process in children. Based on this review, it is concluded that all elements that support and reinforce second language learning are reflected in the whole language classroom in which learners are constantly talking and negotiating with both peers and adults, learning as they engage in authentic social interaction through context-rich language activities. Contains 34 references. (MSE)

ED 371 639 FL 022 309

Rose, Russell G.
French by Satellite.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (San Antonio, TX, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Television; Class Activities; Classroom Techniques; College Second Language Programs; Commercial Television; Foreign Countries; *French; Higher Education; Information Sources; Instructional Materials; *Language Role; *Media Selection; *Programming (Broadcast); Satellites (Aerospace); Second Language Instruction; *Second Languages
IDENTIFIERS- *Authentic Materials; Quebec

Satellite television is proposed as a useful source of authentic materials for French language instruction at the college level. It is argued that this medium illustrates to students that the language is used in a wide variety of everyday situations and contexts. The discussion begins with a brief description of common satellite technology, facilities, and capabilities, and of programming available for second language instruction. Both general programming and subscription services are noted. Two main satellite television sources for French language materials, both from Canada, are then described in greater detail. One is available in the United States only by satellite transmission. It provides varied programming, and contains no commercials. The second is a commercial network much like those known in the United States. A number of regular programs from each source is summarized. These include news programs and magazines, game shows, advice and information programs, children's programming, and instructional and interview shows. Several classroom techniques for use of the materials are offered. Appended materials include lists of sources for further information, equipment, and publications; illustrations of satellite equipment and systems; and sample program schedules. (MSE)

ED 371 640 FL 022 310

Bachelors Degrees; College Choice; *College Environment; College Students; Degree Requirements; Elective Courses; *Graduation Requirements; Guidelines; Higher Education; Library Skills; Required Courses; School Catalogs; Study Skills

This book is designed to help college students (and prospective college students) prepare themselves to meet and complete the requirements of their college or university and obtain a bachelor's degree. Individual chapters offer advice on: (1) the enhanced earning power of a college degree; (2) deciding whether to attend a four-year college or a community college; (3) understanding college rules and regulations; (4) general education requirements, prerequisites, fees, and important dates; (5) freshman obstacles to avoid and lower division degree requirements; (6) upper division degree requirements; (7) how to choose electives; (8) the keys to effective studying for students with different learning styles; (9) effective time management; (10) classroom behavior, including note taking, speaking in class, interacting with professors, and test taking; (11) using the library; (12) utilizing student support services and applying for financial aid; (13) preparing for graduation; and (14) creating a college scrapbook. Most chapters contain worksheets that students can use to plan their college career and suggestions for further reading. (MDM)

ED 371 660   HE 027 501

Grider, Clint
Implementation of a Multicultural Curriculum: A Case Study.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Case Studies; *Change Strategies; *College Administration; College Curriculum; *Decision Making Skills; Educational Attitudes; Higher Education; Leadership Qualities; *Leadership Styles; *Multicultural Education; Participative Decision Making; Program Attitudes; Public Opinion
IDENTIFIERS- *Controversial Topics

This paper presents a case study of the issues facing a hypothetical university that is attempting to devise and implement a multicultural core curriculum. It focuses on the actions of the chair of the Academic Affairs Council of the university, who must work with the Council and the Faculty Senate to develop the core curriculum. After allowing faculty representatives from a number of minority groups to have input on the curriculum change, the Council voted to add two new categories of courses to the core curriculum to meet the multicultural requirement. To the chairman's surprise, the faculty senate approves the measure by only a narrow margin after heated debate. A groundswell of protest to the move arises from many students, faculty, parents, and alumni of the conservative institution. The president of the university then threatens to veto the curriculum change, an unprecedented move. After presenting the case, the paper analyzes the chairman's leadership skills, criticizing his unwillingness to foster a truly participatory, open atmosphere before, during, and after the decision-making process. Specific actions that the chairman took are examined, along with alternatives that would have allowed the decision-making process to work more effectively. (MDM)

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 31p.; For a related report, see ED 357 707.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Development; *Cognitive Measurement; Cognitive Tests; *College Freshmen; Comparative Analysis; *Higher Education; Intellectual Development; Minority Groups; Outcomes of Education; Racial Differences; Sex Differences; Student Development; *Two Year Colleges; Whites

This study investigated the relative freshman-year cognitive impacts of five two-year and six four-year colleges and universities drawn from all sections of the United States. The overall sample was 2,685 freshmen students participating in a national longitudinal study and of these the final sample contained 811 students, 280 attending five two-year colleges and 531 attending six four-year colleges. The study design was a pretest-posttest quasi-experimental one in which comparison groups were statistically equated on salient precollege and other variables. Controlling for ability, gender, ethnicity, socioeconomic origins, academic motivation, age, credit hours taken, place of residence, work responsibilities, and the average abilities of the students attending each institution, there was a general parity between two-year college students and their four-year college counterparts on reading comprehension, mathematics, critical thinking and composite achievement. This general parity masked conditional effects based on gender and ethnicity. Men appeared to benefit more from the two-year college experience while women realized greater cognitive returns from four-year colleges. Non-white students benefitted more from attendance at two-year colleges while the reverse was true for their white counterparts. (Contains 37 references.) (JB)

ED 371 679 HE 027 521

Melburg, Valerie; Hanner, Mary Beth
Student Outcomes Using a Cross-Sectional Design for Nursing External Degree Programs.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 16-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Graduates; *College Outcomes Assessment; *Educational Quality; Employer Attitudes; *External Degree Programs; Graduate Surveys; Higher Education; Independent Study; Noncampus Colleges; *Nontraditional Education; *Nursing Education; *Outcomes of Education; Program Evaluation
IDENTIFIERS- *Regents External Degree Program NY

Regents College of the University of the State of New York (USNY) offers nursing degree programs that are self-paced and accessible for adult learners. Students receive guided independent study in the form of advisement and degree planning, but learning course content is the responsibility of the student. An evaluation of the program was conducted to provide educational accountability and address criticisms that

Restoration and Preservation Act To Accompany H.R. 2921 . Senate, 103d Congress, 2d Session.
PUB DATE- 25 May 94
NOTE- 8p.; For a related report with dissenting views, see ED 369 353.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Colleges; *College Buildings; Colleges; Educational Facilities; Facility Improvement; *Federal Aid; Federal Legislation; Higher Education; *Preservation; *Public Policy; Universities
IDENTIFIERS- Congress 103rd; *Historical Landmarks; Proposed Legislation

This report of the Senate Committee on Energy and Natural Resources recommends that appropriations be authorized for the Historically Black Colleges and Universities (HBCUs) Historic Building Restoration and Preservation Act (H.R. 2921), as amended. The bill provides the authorization necessary to appropriate funds for structures located on the campuses of HBCUs that are listed on the National Register of Historic Places or that are designated a National Historic Landmark. The bill provides authorization for the use of $10 million for grants to 11 projects identified as the most historically significant and critically threatened structures and $5 million to Fisk University, to be funded through the Historic Preservation Fund. The report outlines the bill's legislative history, Committee recommendations and tabulation of votes, Committee amendments, a section-by-section analysis, cost and budgetary considerations, regulatory impact evaluation, and communications from the Department of the Interior. (JDD)

ED 371 699 HE 027 541

Morrison, James L., Ed.
On the Horizon. The Environmental Scanning Newsletter for Leaders in Education, 1993-1994.
PUB DATE- 94
NOTE- 82p.; For the 1992-1993 newsletters, see ED 362 110.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economic Factors; Educational Environment; *Educational Trends; *Environmental Scanning; *Futures (of Society); Higher Education; Politics of Education; Social Change; *Strategic Planning; Technological Advancement; *Trend Analysis
IDENTIFIERS- Internet

This compilation of five newsletter issues focuses on potential developments and critical trends in higher education. It reports news from the social, technological, economic, environmental, and political sectors. It also includes a regular column titled "The Situation Room," a column on instructional tools, a column about Internet, and commentaries on higher education issues. Major articles include: "Educating a Constituency for the Long Haul" (David W. Orr); "Students As Major Players?" (Chris de Winter Hebron); "Preparing for the Twenty-First Century" (Paul M. Kennedy); "The Strategic Management of Higher Education: Lessons from Corporate Experience" (Ian Wilson); "The Information Revolution" (James Ogilvy); and "Education in the 21st Century" (James Ogilvy). (JDD) projects be established, with cross-curricular content and collaborative-learning features. Other recommendations center on the need for teacher training, planning and management for equitable and optimal use of networking, and the development of open, scalable, and replicable systems. A training model is described. Appendixes list conference participants, discussion summaries, and a bibliography of 170 references. (SLD)

ED 371 718   IR 016 633

Savin, William
A Resource Center for the Stimulation of Post Secondary Education Innovation via Computer Network.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Databases; Directories; Educational Finance; Educational Innovation; Educational Quality; *Educational Research; Educational Technology; Financial Support; Higher Education; Marketing; *Online Systems; *Research Projects; *Systems Development; Telecommunications; Teleconferencing
IDENTIFIERS- Interactive Systems; New Jersey Institute of Technology

The goal of the project described here was to improve the quality of postsecondary education by offering institutions of higher learning information on currently funded educational projects through an interactive database, the Educational Resources Directory (ERD), which contains information on new methods, curricula, and educational technology. Online consultation was to be available through computerized conferencing. The project was implemented on the New Jersey Institute of Technology's computerized conferencing system, the Electronic Information Exchange System (EIES). EIES provides a cost-effective method for integrating a database into a communications and conferencing network. Access was through the TELENET and UNINET services and the Wide-Area Telecommunications Service (WATS). The development process, including the collection of information on postsecondary education projects, is described. The ERD was successfully tested with online users. Attempts to market the ERD, as described, were not successful in that no agreements had been reached at the end of the funded period. Three exhibits illustrate ERD development. Appendixes include technical details, two user manuals, and the minutes of a meeting at which an attempt was made to market the ERD. (SLD)

ED 371 719   IR 016 634

Lightfoot, Michael W.
Bank Auditors Assessment of the Use of CD-ROM Technology in the Banking Industry.
PUB DATE- 30 Apr 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Banking; Data Processing; Industry; Information Dissemination; Information Systems; *Information Technology; Money Management; *Optical Data Disks;

compatible with grammars written in the style of head-driven phrase structure grammar. For each word that does not exist in the lexicon, MURRAY constructs a lexical version hyperspace, and then from multiple inputs the system converges on the target definition of the new world. Included in the five appendixes are sample grammars and entries, learning procedure code, and some sample learning episodes. (Contains 64 references.) (Author/SLD)

ED 371 740   IR 054 999

Fania, Josie
An Evaluation of Library Services for Spanish-Speaking Communities in Selected Western Public Libraries.
PUB DATE- Dec 93
NOTE- 72p.; Prepared in fulfillment of the requirements for LIBS 571, Northern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Library Collections; *Library Services; Library Surveys; *Minority Groups; Outreach Programs; Program Evaluation; *Public Libraries; Questionnaires; *Spanish Speaking; *User Needs (Information); Users (Information)
IDENTIFIERS- American Library Association; Arizona; Colorado; Library Public Services; New Mexico; *United States (West); Utah

To ascertain whether libraries are providing materials, services, and programs to their Spanish-speaking communities, a 26-item questionnaire was mailed to 37 public library directors in Arizona, Colorado, New Mexico, and Utah. Thirty-one completed questionnaires were returned, yielding a response rate of 81%. The majority of libraries were found to be providing materials, services, or programs to some degree, as well as some Spanish language reference service. They also conducted community needs assessments, had identification aids to access Spanish collections, made efforts to attract nonusers, worked with community organizations, utilized resource sharing, and made efforts to recruit bilingual staff. Libraries were found to be lacking in the provision of printed forms in Spanish, bilingual staff at service desks on a consistent basis, additional salary for bilingual staff, bibliographical instruction in Spanish, and library decor which reflects the cultures of Spanish-speaking groups. A summary of questionnaire responses is included in the appendix. (Contains 44 references.) (Author/JLB)

ED 371 741   IR 055 057

Mullen, Melissa J.; And Others
Cline Library Surveys of the NAU Faculty and Students, and Users of Media Services and Field Services, and Evaluations of the Desk Services Provided by Media Services and Special Collections and Archives.
PUB DATE- 94
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Archives; College Faculty; *College Libraries; College Students; Delivery Systems; Educational Media; Higher Education; Library Administration; *Library Services; Questionnaires; Student Attitudes; Student Surveys; Teacher Attitudes; Users (Information); *User Satisfaction (Information)

Collection Development; Library Development; Library Role; Library Services; Library Skills; *Partnerships in Education; Personnel Selection; *Principals; School Libraries
IDENTIFIERS- Ontario

This document is a tool that is intended to assist school-based educator partners in understanding their own roles and the dimensions for growth that enable implementation of the program "Partners in Action: the Library Resource Center in the School Curriculum." The program involves the integration of information skills, literature, media, and information technology in the Brant County (Ontario) public schools. This handbook is for principals and vice-principals to help them move from print-oriented, library-based lessons planned only by the teacher-librarian to plans for learning through experience which are resource-based, curriculum integrated, and cooperatively planned lessons. It is the principal's role to facilitate the implementation of cooperative planning among librarians, teachers, and other professionals. Guidelines are given for selecting a teacher-librarian and defining the position, as well as for management under the Partners in Action approach. Appendixes include: (1) the Growth Profile, an implementation tool; (2) the Growth Profile User's Manual; (3) possible interview questions for selecting the teacher-librarian; and (4) some additional resources for program implementation, with suggestions for the program process, transitional periods, time management, and library collection development. (SLD)

ED 371 761   IR 055 095

King, Lisabeth A.; And Others
Directory of Electronic Journals, Newsletters and Academic Discussion Lists. 4th Edition.
PUB DATE- May 94
NOTE- 577p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Networks; *Electronic Mail; *Electronic Publishing; Higher Education; Information Dissemination; Information Networks; Intellectual Disciplines; *Newsletters; Online Systems; *Scholarly Journals
IDENTIFIERS- BITNET; *Electronic Journals; Internet; *Listservs; Scholarly Communication

This directory offers a listing of academically created and oriented serials on the Internet. Part I contains articles and bibliographies about electronic publishing: "The Places of Books in the Age of Electronic Reproduction" (Geoffrey Nunberg); "Why Are Electronic Publications Difficult To Classify? The Orthogonality of Print and Digital Media" (Jean-Claude Guedon); "Electronic Serial Sites: Collections, Resources, and Services on the Networks" (Birdie MacLennan); "Bibliography of Articles Related to Electronic Journal Publications and Publishing" (David F.W. Robison); and "List of Newspaper Publishers with On-Line Services in Operation" (Steve Outing). Part II lists cost, dates, formats, distribution, periodicity, access, and contact information for over 440 electronic journals and newsletters. Part III lists editor, archives, moderator, and address for nearly 1800 electronic conferences, bulletin boards, and discussion lists of an academic nature found on Bitnet, Internet, and other linked networks. This section is broken down into the following disciplines: education and library and information science; humanities; social sciences; biological sciences; physical references. Twenty appendixes include the survey instruments and gender-fair education teacher kits in English and French. (KP)

ED 371 781   JC 940 361

Harris, John
Unmet Data Needs of Community Colleges: A Call for Partnership.
PUB DATE- Jul 94
NOTE- 9p.; Paper presented at the State Higher Education Executive Officers/National Center for Education Statistics (SHEEO/NCES) National Data Conference (Arlington, VA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Community Colleges; *Data Collection; *Educational Assessment; Educational Change; Educational Quality; Educational Research; *Information Needs; *Outcomes of Education; Program Effectiveness; *School Statistics; *Self Evaluation (Groups); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Virginia Community College System

In 1969, the Virginia Community College System (VCCS) established a centralized student-specific data system from which state and federal reports and management information could be developed. However, this system provides no information about students and graduates after they leave the system. In order to augment the inconsistent data gathered through follow-up surveys and feedback from senior colleges, the VCCS needs access to in-state and out-of-state databases that compile student-specific rather than aggregate data. Student-specific data permits the matching and merging of data records from other sources with the VCCS data system to produce a database for management information, assessment, academic and institutional research, and for compliance with federal higher education regulations and anticipated accrediting requirements. Specifically, the VCCS perceives a need for: (1) access to the Virginia Council of Higher Education's student-specific data system to receive transfer information by name, social security number, and other data elements; (2) the development of partnerships with other states that would allow the transfer of information from the higher education state data files and the unemployment insurance files of the employment commission across state boundaries; (3) modification of the federal unemployment insurance file to indicate the employee's full- or part-time employment status and specific occupation; (4) the development of federal regulations that are easy to implement at the college level with simple definitions and comparable data; and (5) the reassessment of student classifications to better reflect student intent and goals, creating some categories that may not fit easily into federal or state classification structures. Technology is available that will allow the collection and sharing of data and information; what is needed is a change in thinking. (MAB)

ED 371 782   JC 940 366

Schober, Donna J.; Rosenthal, Linda
Quality and Board Leadership.
PUB DATE- 14 May 94
NOTE- 37p.; Paper presented at the Annual Association of

8th graders focusing on Water Quality and Artificial Life; (2) a Summer Institute Pre-College Bridge program, an 8-week summer session including a math/science class, college orientation, and career counseling; (3) scholarships to cover tuition, books, and fees; (4) a faculty mentoring program; (5) an SEM Hispanic Organization; (6) tutorial labs for developmental, entry-level, and other science and math courses; (7) distance learning; (8) recruitment activities, including visits to area high schools; and (9) work study positions in the Math/Science department. Decisions related to what programs to propose and how they should be run are made by all members of the Math/Science Department. Program coordination is handled by the Math/Science Coordinator, an educational technician who handles grant writing and program administration and evaluation, and faculty members. Evaluation results indicate that the Summer Institute is effective in encouraging student to take science and math courses and preparing them to succeed in the courses and that the Tutorial Labs reduced attrition. (KP)

ED 371 798   JC 940 400

Thompson, Dwayne E.
Results of Matriculation Services Survey, Golden West College.
PUB DATE- Jan 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admissions Counseling; Community Colleges; *Counseling Effectiveness; *Educational Counseling; Participant Satisfaction; Questionnaires; *School Orientation; Self Evaluation (Groups); *Student Attitudes; *Student Characteristics; Student Evaluation; Testing Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- Golden West College CA

In an attempt to measure student satisfaction with the various components of matriculation (i.e., admissions and registration, orientation and advisement, assessment, and counseling), Golden West College (GWC) in Huntington Beach, California, administered a Matriculation Services Survey to a representative sample of 853 students in fall 1993. Results of the study included the following: (1) over 65% of the respondents rated admissions and registration processes as "excellent" or "good"; (2) students who registered by telephone rated the experience of registration as more convenient than did those who registered in person; (3) 72% felt that the helpfulness of the information they received from registration personnel was "excellent" or "good"; (4) nearly 60% of GWC students had participated in an orientation/advisement session, with 69% rating the program as "excellent" or "good"; (5) nearly 80% of the respondents had taken placement tests in writing or math, though only 72% had taken a English course and 68% had taken a math course at GWC; (6) students were generally satisfied with the convenience and effectiveness of the assessment process; (7) 66% of the students reported having had at least one appointment with a counselor, and just over 50% rated GWC counseling as "excellent" or "good"; and (8) the more appointments a student had with a counselor, the higher the student rated the helpfulness of the information and the counseling process overall. Appendixes provide demographic information on the survey's respondents, survey response percentages, and the survey instrument. (MAB) employers registered the lowest level of satisfaction with employee preparation; and (5) a large number of employer comments expressed frustration with employees' lack of "work ethic," inability to take direction, inappropriate dress, and lack of pride of workmanship. (KP)

ED 371 815 JC 940 424

Florida Employer Opinion Survey. Annual Report, June 1992.
PUB DATE- Jun 92
NOTE- 123p.; Product of the Florida Education and Training Placement Information Program. For 1991 and 1993 reports, see JC 940 423 and JC 940 425, respectively.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Community Colleges; *Employer Attitudes; Job Skills; Job Training; Occupational Surveys; *Outcomes of Education; Questionnaires; State Surveys; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- Education and Training Placement Infor Prog FL; Florida

Each year the Florida Education and Training Placement Information Program (FETPIP) conducts surveys to determine the opinions of employers about the preparation of graduates of vocational programs. The 1992 survey focused on eight specific occupational training areas (i.e., child care services, computer programming and analysis, dental assisting, electronics, engineering, firefighting, food preparation and services, and hospitality management) and on selected programs from Chipola Junior College (i.e., correctional officer, law enforcement, unit treatment and rehabilitation, nursing assistant, and firefighting). Employers were selected only if they hired a program completer in a job related to his/her training. Survey components were selected from the "intended outcomes" defined within the "core" curriculum of each specific program. Separate surveys were developed for each program, covering employer hiring needs, general education and preparation, and specific occupational preparation in basic, job-related, and technical skills. Study findings, based on a 73% response rate from the 988 firms surveyed, included the following: (1) employers indicated that they were quite satisfied with employees general entry-level preparation and work habits, with hospitality management and child care services employers expressing the most satisfaction; (2) electronics employers were least satisfied with employees' occupational skill preparation, while engineering employers were most satisfied; (3) most employers expressed dissatisfaction with public education; and (4) compared to previous years' survey respondents, the 1991 employers expressed more satisfaction with employees' basic skills. Survey instruments are appended. (KP)

ED 371 816 JC 940 425

Florida Employer Opinion Survey. Annual Report, June 1993.
PUB DATE- Jun 93
NOTE- 142p.; Product of the Florida Education and Training Placement Information Program. For 1991 and 1992 reports, see JC 940 423 and JC 940 424, respectively.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Chapter 1 teacher; (4) a district staff development specialist; (5) a district intermediate school director of general education; (6) an assistant superintendent for curriculum; (7) a district bilingual/migrant program consultant; (8) a bilingual/migrant teacher; (9) a professor of education; (10) an elementary school teacher; and (11) a high school library technology coordinator. (MDM)

ED 371 835 PS 022 406

Spreadbury, Julie; Elkins, John
Family Literacy in Australia.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Roundtable for the Center on Families, Communities, Schools and Children's Learning at the Annual Meeting and Exhibit of the American Educational Research Association (Atlanta, GA, April 12-16, 1993), and at the International Reading Association Annual Meeting (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Grade 1; Longitudinal Studies; *Parent Child Relationship; *Parents as Teachers; *Prereading Experience; Preschool Education; *Reading Aloud to Others; Reading Readiness; *Reading Skills; Reading Strategies
IDENTIFIERS- Australia; *Family Literacy

A 12-month longitudinal study was conducted in Brisbane, Australia, to investigate the interaction that takes place when a parent and young child read together. Parent-child book-reading episodes that took place in the home at the end of the preschool year of 25 randomly selected children and at the end of Year 1 at a State Primary School were analyzed and compared. In addition, the study incorporated assessments of the children's language and reading attainments and self-concept, interviews with parents and teachers, and observations of teachers' group story-reading behavior. Study findings included the following: (1) parents focused on story meaning, rather than on word meaning; (2) several parents discussed the text's illustrations; (3) children often modelled questions on those of the parent reading to them; (4) parents asked many inferential questions to which their children did not respond; (5) although parents had more utterances overall than the children, in highly interactive dyads, power was shared by parent and child, with the child contributing questions and comments; (6) the number of parent utterances and child comments decreased from preschool to Year 1; and (7) the amount and type of interaction between parent and child affected children's reading ability and self-concept. The findings have implications for parent programs as well as for the context in which literacy is taught in the schools and the target of community literacy programs. (AC)

ED 371 836 PS 022 409

Pettit, Nancy
Improving the Transition of Students Moving into Sixth-Grade through a Middle School Orientation and Peer Helper Program.
PUB DATE- 94
NOTE- 54p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

Fuller, Bruce; And Others
Rich Culture, Poor Markets: Why Do Latino Parents Choose To Forego Preschooling?
SPONS. AGENCY- American Educational Research Association, Washington, D.C.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 94
NOTE- 32p.; Research findings discussed at the Meeting of the Education Writers Association (Seattle, WA, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *Cultural Influences; *Day Care; *Day Care Centers; Educational Attainment; Educational Policy; Employed Parents; Ethnography; Family Income; *Family Role; Family Structure; *Hispanic Americans; *Mother Attitudes; Mothers; National Surveys; Preschool Education
IDENTIFIERS- Child Care Satisfaction; *Latinos

A study sought to identify elements of the household economy, family structure, and parenting practices that help explain the aversion many Hispanic-American parents feel toward organized preschools. Data were drawn from a 1991 national survey of families with young children conducted by the National Center for Educational Statistics (NCES) and interviews of four Hispanic-American mothers. The NCES survey indicated that among Hispanic-American families with a mother employed full-time, 32 percent utilized a formal child care organization, compared to 55 percent of black families and 43 percent of white families. An analysis of the survey results found that the use of formal child care by Hispanic-American families was positively related to maternal employment, family income, and maternal educational level. Intact two-parent families, families with more than one child, and families that provided a more literate environment for their children were more likely to use formal child care than single-parent families, single-child families, and families providing less literate environments, respectively. The views of four Hispanic-American mothers on formal child care addressed the cultural congruence between the mothers and the preschool organization and the mothers' concern with learning, socialization, and school readiness. Overall, results suggest that preschool policy initiatives must take into account the more complex cultural values and expectations of Latino families. (MDM)

ED 371 856 PS 022 451

Suskind, Diane; And Others
Parent-N-Me: An Approach in Parent/Teacher Training To Enhance Awareness and Parenting Skills for the Infant.
PUB DATE- 18 Jun 94
NOTE- 29p.; Paper presented at the RIE Conference (San Diego, CA, June 18, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; *College Students; Early Childhood Education; *Educational Innovation; Higher Education; Infants; *Parent Attitudes; Parent Education; Parenting Skills; *Parents; Preservice Teacher Education; Questionnaires; *Student Attitudes
IDENTIFIERS- *Resources for Infant Educarers

McAllen (Texas) Independent School District. This qualitative study used data collected through observations, interviews, document analysis, questionnaires, and site visits. Current practices were described and compared to developmentally appropriate practices as defined by the National Association for the Education of Young Children (NAEYC). Areas of comparison included organization, philosophy, curriculum, teaching strategies, assessment, and parent involvement. Issues discussed include motor development, fine arts education, multicultural education, access to developmentally appropriate materials, the use of students' primary language, and staff development. The 17 findings and recommendations include the following: (1) reconfigure early childhood classroom facilities to more fully develop children's autonomy and independence; (2) support articulation among teachers across grade levels to close the gap between expected behaviors for kindergarten and first-grade children; (3) revise curricula around a developmental continuum that supports continuous progress education; and (4) create outdoor learning centers that integrate motor, cognitive, and social learning development. (Eight appendixes include evaluation materials, interview questions, teaching strategy usage by grade level, and retention rates.) (MDM)

ED 371 877   PS 022 481

Strom, Robert D.; Griswold, Dianne L.
Strengths and Needs of Black Grandparents as Perceived by Grandchildren, Parents, and Grandparents.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attitudes; *Blacks; Curriculum Development; Elementary Secondary Education; Family Characteristics; Family Life; *Grandchildren; *Grandparents; Parent Child Relationship; Parent Education; *Parents; *Role Perception; Sex Differences
IDENTIFIERS- *Grandparent Grandchild Relationship

This study examined the performance of Black grandparents, the contributions they make to their families, and the obstacles that limit their success as grandparents. It also sought to identify the content of suitable curriculum for grandparents and recommend guidelines for the establishment of grandparent education programs. A sample of 626 unrelated subjects--204 grandparents of 6 to 18-year-old grandchildren, 128 parents of 6 to 18-year-olds, and 294 grandchildren ages 6 to 18--were surveyed, using the Grandparents Strengths and Needs Inventory. The age and sex of grandchildren had a significant effect on certain variables. Overall, the amount of time grandparents spent with grandchildren had a significant positive influence on perceived effectiveness. Grandparents and parents of younger children felt that grandparents deserved scores higher than children assigned them for handling the difficulties of their role. The findings indicate that grandparents should be encouraged to further develop their teaching strength, should be recognized for the gift of time they share with grandchildren, and should rely on their grandchildren as an essential source of information. (MDM) that three considered teacher-directed activities more conducive to learning than student-directed activities. To help change this attitude, a 12-week program of increased teacher-parent interaction on the students' reading, spelling, and mathematics activities was implemented. This included having the teacher work with individual students on an activity during a parent visit to the classroom, sending photographs of a classroom activity home with students, and writing letters to parents about classroom activities. A questionnaire was forwarded to the parents of 21 students at the end of the program, with the goal of having the parents of at least 11 students express favorable attitudes toward student-directed active learning. Although 10 of the 11 responses were highly or somewhat supportive of active learning instruction, the poor response rate resulted in none of the four expected outcomes being achieved. (A copy of the parent questionnaire is appended.) (MDM)

ED 371 898 PS 022 533

Larner, Mary
In the Neighborhood: Programs That Strengthen Family Day Care for Low-Income Families.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 99p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Community Programs; Early Childhood Education; *Educational Improvement; *Educational Quality; *Family Day Care; *Linking Agents; *Low Income Groups; *Preschool Children; Program Descriptions
IDENTIFIERS- Child Care Needs; Program Characteristics

Family day care is the largest source of nonparental care for young children and often provides the care many families require. In 1991-93, the National Center for Children in Poverty studied 10 local programs that support family day care providers in low-income neighborhoods to increase understanding about family day care and to learn from the experience of practitioners. This report places the work of these low-income programs in the context of current knowledge about family day care. It summarizes the similarities and differences among the programs studied, examines the challenges of providing such care, and identifies the strategies that can support and strengthen such care providers. Following an introduction, part 2 discusses the varying quality of care; the great range in the definition, regulation, and licensing of family day care; and the steps being taken to recruit, train, support, and organize family day care providers. Part 3 discusses the special child-care needs of low-income families, which can often best be met by family day care. Part 4 describes the primary aims of organizations and programs that successfully support family day care providers in low-income neighborhoods. Part 5 identifies four keys for Successful programs: (1) financial and material resources; (2) local people who are friendly, familiar, and trustworthy; (3) novel cooperative efforts; and (4) time for change to occur. The report concludes with case studies of 10 programs that help low-income day care providers. For each program, information is provided on its community, sponsoring organization, the family day care effort, program history, program services, project structure, funding, challenges, and growing flow of Mexican immigrant laborers. Although Mexican labor was originally linked to agriculture, by 1980 Mexican-born labor was filling a substantial proportion of jobs in all sectors of the California economy, particularly in manufacturing. Because they are concentrated in lower-skilled occupations, Mexican immigrants as a group command lower wages and have higher unemployment rates than other immigrants and the native-born. Mexican immigrants to California originate mostly from the western Pacific region of Mexico. This immigrant flow is characterized by the increasing permanence of migrant stays north of the border, the steady educational gap between Mexican-born labor and the U.S.-born population, and the relatively low economic mobility of Mexican-born immigrants in the United States. California faces difficult policy challenges because of the relatively low level of schooling, low wages, and low economic mobility that characterize an increasingly larger stock of Mexican immigrants (in part due to high fertility rates in Mexico). Although demand for labor in California is expected to remain strong, the supply of immigrants is expected to stabilize or decline due to recent immigration policy and the potential impact of the North American Free Trade Agreement. (KS)

ED 371 917   RC 019 663

Fuller, Michael L.; And Others
Restructuring for Student Success in a Rural School: Preliminary Analyses.
PUB DATE- Aug 93
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Educational Change; Elementary Education; Elementary School Students; *Reading Achievement; *Rural Schools; Self Concept; *Sex Differences; *Student Attitudes
IDENTIFIERS- Ohio

A rural Ohio elementary school monitored the relationship of its restructuring efforts to students' reading achievement and self-perceived motivation to learn. Restructuring efforts involved multiage grouping, cooperative structures, community groups, full inclusion of children with mild learning handicaps, integrated curricula with thematic units, individualized and whole language-based reading, and authentic assessment. Students from the target school (n=142) and students from a comparison rural school (n=144) in grades 1-4 were assessed in fall 1992 and reassessed with the same instruments in spring 1993. Instruments used were the reading comprehension section of the Stanford Achievement Test, Harter's Pictorial Scale of Perceived Competence and Social Acceptance for Young Children and Self-Perception for Children. In addition, fourth graders took the Quality of School Life Scale. Controlling for income, there were no significant differences in reading comprehension scores in the fall, but there were significant differences in the spring favoring the target school. Overall, females showed greater achievement gains and achieved at a significantly higher level than males. On the Harter Scales, first graders reported greater gains in feelings of social acceptance than did second graders. There were no differences between schools on the Harter scales. Females in the fourth grade reported more rural schools and school districts; (3) relationship between the rural school and its community; (4) policies and programs benefiting rural education; (5) profiles of educators in rural schools; (6) effects of education reform in rural schools; (7) public school finance policies and practices affecting rural schools; (8) assessment of student performance in rural schools; (9) education and work experiences of rural youth; and (10) the future of rural education. The report contains numerous data tables and a section describing statistical data sources and methodology. (LP)

ED 371 936   SE 053 905

Whitby, Virginia
The Relationship between Teacher's Own Scientific Knowledge and Their Ability To Ask High Level Cognitive Question, in Order To Teach the National Curriculum for Science.
PUB DATE- Sep 93
NOTE- 13p.; Paper presented at the BERA Conference (England, United Kingdom, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *British National Curriculum; Classroom Research; *Educational Change; Educational Research; Elementary Education; Foreign Countries; *Knowledge Level; *Questioning Techniques; *Science Curriculum; *Science Education
IDENTIFIERS- England; *NCTM Curriculum and Evaluation Standards; Wales

This document discusses the state of science education in primary school before and after the introduction of the National Curriculum in 1989 established science as a core subject. The first half describes research and specific efforts to improve science education in the primary grades. It includes the following sections: (1) "Background to the National Curriculum," which provides a brief overview of past efforts in curriculum reform; (2) "Implementation of the National Curriculum," which discusses strategies used to incorporate science into infant classes; and (3) "Teacher's own scientific understanding," which provides research to support the belief that teacher's subject knowledge plays a major role in effective instruction. The second half of the document encompasses the need for teachers to develop good questions. The discussion includes the following sections: (1) productive questioning in primary science; (2) unproductive and productive questioning; (3) the relationship between the teacher's scientific knowledge questioning style; and (4) suggestions for better classroom practices. (ZWH)

ED 371 937   SE 054 073

Population Education Accessions List. January-December 1993.
PUB DATE- 93
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Audiovisual Aids; Elementary Secondary Education; Environmental Education; Family Planning; Foreign Countries; Higher Education; *Population Education; *Population Growth; Population Trends; *Resource Materials

This document consists of the two issues of the bi-annual

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *Individual Differences; *Mastery Learning; *Science and Society; Science Curriculum; Science Education; *Teaching Methods; *Technology Education; Theory Practice Relationship

IDENTIFIERS- *Flexible Learning

Science and technology are often presented and taught as two separate essences. When this is done, students as well as teachers are forced to attempt to develop the appropriate linkages. This book is one of a series designed to help teachers develop their science and technological education in ways that are both satisfying to themselves and stimulating to their students. Chapter 1, "Introductions," includes an overview of the concerns of those in the field and a layout of the book. Chapter 2, "Different pupils, different responses," discusses some of the differences that exist among students. These differences are listed as educational, psychological, physical, social, and cultural. Chapter 3, "Responding to pupil differences: some possible teaching tactics," is concerned with the teaching tactics that can be used to respond to the individual characteristics of pupils so that each can be helped to learn science effectively. Chapter 4, "Responding to pupil differences: some possible classroom strategies," discusses two different approaches: mastery and flexible learning. The final chapter, "Putting the ideas to use," links theory and practice so that readers will be better able to make use of the book in relation to their own teaching. (ZWH)

ED 371 957 SE 054 639

Black, Paul, Ed.

Physics Examinations for University Entrance. An International Study. Science and Technology Education Document Series 45.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 92

NOTE- 227p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *College Entrance Examinations; *Foreign Countries; Higher Education; *International Educational Exchange; *International Studies; *Physics; *Science Education; Science Tests

This document is intended for anyone having the responsibility for the policy or the practice of examination and selection systems in physics, whether at the completion stages of secondary education, or the entrance stages of higher education. The book contains 13 chapters written by authors from 11 different countries. Each chapter was written and/or edited to include the general features of: the country's system of entrance examination; the results and uses for university admission; the examination methods used; the statistical analysis of results; the links with schools, teachers, and pupils; and opinions on the quality and the effects of using the examinations. The chapters presented, including participating countries, are as follows: (1) "Introduction to the Study" (Paul Black); (2) "Entrance to the University of Botswana" (Wacek Kijewski); (3) "University Entrance in Brasil" (Marcos de Fonseca Elia and others); (4) "The National Examination in China" (Shu-tong Cong); (5) "The National reporting requirements, or school report cards as they are commonly termed, reflects a convergence of a number of different lines of research and development including a greater need for public accountability, positive research findings on the role of parental involvement in school performance, research on effective schools, and increased data management capacity at the state and local levels. Information for the study was gathered in a series of interviews with school, district, and community based officials knowledgeable about the role of parents, minorities, and school improvement. The intent was to explore the intersection of state mandated school based performance reporting policies and their impact on increasing the visibility of minority students. The Dade County, Florida school system was selected for its recent reform activities and diverse student population. The study concluded that parents do not pay attention to the school report cards. Most principals interviewed believed that requiring schools to report performance data by race and ethnicity has a negative impact on improving the educational system. They believed that such reporting was divisive and detrimental, and thus further increasing racial tensions. District and community officials, however, did not agree. Contains 20 references. (DK)

ED 371 977   SO 023 464

Dygdon, Judith A.
The Culture and Lifestyle-Appropriate Social Skills Intervention Curriculum (CLASSIC). A Program for Socially Valid Social Skills Training.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Behavior Change; Curriculum Development; Discussion (Teaching Technique); Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; *Intervention; *Problem Solving; Psychoeducational Methods; *Social Behavior
IDENTIFIERS- *CLASSIC Social Skills Training Program

This document discusses the culture and lifestyle appropriate social skills intervention curriculum or CLASSIC, a 15-session social skills training program that is designed to be administered in a small group format to children and adolescents. The first chapter addresses the role of CLASSIC in the history of social skills training for children and adolescents. CLASSIC assumes that difficulties in social interaction can be remedied by helping children learn new behaviors that are appropriate to the situations in which the difficulties have arisen. The CLASSIC offers such help by: (1) bringing together for training groups of children who have at least one social situation in common; (2) having children participate in the cue generation procedure that identifies culturally-appropriate behaviors for training; (3) providing training in a simple problem-solving strategy that consists of a set of rules to guide children in the selection of behaviors appropriate for a situation; (4) providing modeling of target behaviors by groups leaders; (5) providing opportunities for role play practice of target behaviors by group members; (6) establishing opportunities for feedback on role play performances from group leaders and members; and (7) guiding group leaders to reinforce children for participating in group follows the sessions and includes an outline for a single study circle session. Information on organizing a study circle, leading a study circle, and suggestions for participants conclude the discussion guide. (CK)

ED 371 996 SO 024 038

Bjerstedt, Ake, Ed.
Education for Peace: A Conference Report from Budapest. Peace Education Reports No. 10.
PUB DATE- Feb 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conflict Resolution; Cross Cultural Studies; Foreign Countries; *Global Approach; Interdisciplinary Approach; Museums; *Peace; Teacher Education
IDENTIFIERS- *Peace Education

Eight papers and nine summaries of papers present themes and discussions addressed during the European Peace Research Association (EUPRA) conference in Budapest (Hungary) in 1993. Following an introduction with overview information regarding the conference, the first three sections present eight papers on areas studies, peace museums, concepts, and methods: (1) "Peace Education Across the Curriculum: Some Perspectives from New Zealand" (James Collinge); (2) "Peace Education in Lithuania: Experiences and Problems" (Algis Krupavicius); (3) "The Teaching of Conflict Resolution and Nonviolence in Australian Schools: A Context for Peace Education" (Max Lawson); (4) "The Role of Peace Museums in Peace Education: A New Terrain for Peace Educators" (Terence Duffy); (5) "A Peace Museum as a Center for Peace Education: What do Japanese Students Think of Peace Museums?" (Kazuyo Yamane); (6) "'An Agenda for Peace' and the Role of Peace Education" (Nicholas Gillett); (7) "Project Work in Teacher Training as Part of Peace Education" (Hanns-Fred Rathenow); and (8) "Conflict-mitigation: Philosophy and Methodology" (Jan Oberg). Nine brief abstracts of other papers presented at the conference concludes the report. (CK)

ED 371 997 SO 024 040

Reimers, Fernando
Education and the Consolidation of Democracy in Latin America: Innovations To Provide Quality Basic Education with Equity. Advocacy Series Education and Development 4.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Democracy; *Demonstration Programs; *Educational Change; *Educational Development; Educational Improvement; *Educational Innovation; *Educational Quality; Equal Education; Foreign Countries; Government Role; Government School Relationship; Outcomes of Education
IDENTIFIERS- Chile; Colombia; *Latin America

Three case studies show innovative education programs that provide quality basic education with equity. After explaining the significance of educational innovation of democracy in Latin America and the constraints to educational development, the investigation of the three programs follows. The program of Fe y Alegria (Faith and Joy) in 12 countries shows that it is

Issues of Law and International Relations" (Fran O'Malley); (13) "Chinese Economics--Overview" (Arnold J. Rosenberg); (14) "Chinese (Peking Style) Opera, European Opera, Role of Tradition" (Carol Gisela Schmidt); (15) "Obstacles to Economic Development: China as an Example" (Sarah W. Turner); and (16) "The History and Culture of Han China: A Fulbright Curriculum Project" (Bonnie Volkman). (CK)

ED 372 017 SO 024 256

Smith, Robert B.
The Manitoba School Act of 1890: An Insult to the French Roman Catholics.
PUB DATE- Apr 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Canadian Studies; *Catholics; Catholic Schools; *Educational Legislation; *Educational Policy; Elementary Secondary Education; English; Federal Government; Foreign Countries; *French Canadians; Government Role; Government School Relationship; Official Languages; *Politics of Education; Public Education; School Law
IDENTIFIERS- Manitoba; *Manitoba School Act 1890

The Manitoba School Act of 1890 was an insult to the French Canadian culture and religion. New settlers in Manitoba brought with them the model of the Ontario school system, and as the new majority of Manitoba, they, through the Manitoba government, abolished French as an official language. At the same time, single, tax supported public schools were set up and that meant the Catholic schools would no longer receive public funding. The reaction of the Roman Catholic French minority was evident in the comments made in newspapers and a petition signed by many members of the Roman Catholic Hierarchy of Canada. Most Francophones wanted the federal government to disallow or even cancel the Provincial Act of Manitoba. For years the school question went before the courts and the federal government. In 1896 the Laurier-Greenway Compromise agreement was reached among the English speaking Protestant majority of Manitoba. Serving as an amendment to the Manitoba School Act of 1890, the Laurier-Greenway Compromise was an attempt to erase the insult directed toward the French speaking Catholic minority in 1890. Although the Compromise eased the crisis, the insult was not completely erased. (Author/CK)

ED 372 018 SO 024 257

Characteristic Features of Danish Education.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; *Educational Development; *Educational Principles; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Research and Development; Research Projects; *Role of Education; Rural Extension; Systems Analysis; Vocational Education
IDENTIFIERS- *Denmark

The Danish education system undergoes constant alterations due to

NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Attitude Change; Attitude Measures; College Faculty; *College Students; Foreign Countries; Higher Education; *Learning Strategies; Performance Factors; *Stress Variables; Student Adjustment; Student Attitudes; Student Motivation; *Study Skills; Teacher Education; Teacher Student Relationship; *Test Reliability; *Test Validity
IDENTIFIERS- Champlain Regional College PQ; Learning and Study Strategies Inventory; Motivated Strategies for Learning Questionnaire; Quebec; *Teacher Advisors; Test of Reactions and Adaptations to College

This study was conducted to pre-validate the Motivated Strategies for Learning Questionnaire (MSLQ), the Learning and Study Skills Inventory (LASSI), and the Test of Reactions and Adaptations to College (TRAC) on a sample of students (N=103) from the population of psychology majors at Champlain Regional College, Saint Lawrence campus. The purpose of the pre-validation process was to provide information about student study skills and learning strategies for teachers to use during academic advising tasks; and to help teachers understand student performances, or non-performances, when students have the ability and resources. The report is organized into five chapters: (1) "Introduction" addresses developmental education; (2) "Instruments Field-tested" introduces and provides criteria for the selection and review of the three instruments; (3) "Psychometric Aspects of the MSLQ, LASSI, and TRAC on Saint Lawrence Students" provides information on the population, and the validity, reliability, and standardization of the three instruments; (4) "The Analysis of Student Performances with respect to Entry Level Study Skills and Learning Strategies"; and (5) "Conclusions" concludes that the academic advising effort in psychology courses should be directed at "test preparation," "self-efficacy for learning and performance," and "anxiety," and explores some implications for further research. Twenty-three tables are included. Contains 41 references. (LL)

ED 372 036 SP 035 307

Monahan, Thomas C.
The Usefulness and Motivational Value of Research Methods Courses for Education Professionals.
PUB DATE- 11 Feb 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Course Content; Educational Needs; Educational Research; Elementary Secondary Education; Graduate Study; Higher Education; *Information Utilization; *Methods Courses; Motivation; *Research Methodology; Schools of Education; *Teacher Attitudes; Teacher Behavior; Teacher Education Programs; *User Satisfaction (Information)
IDENTIFIERS- Rowan College NJ

This study surveyed a sample of 81 former students from the graduate research methods course in the School of Education and Related Professional Studies at Rowan College (New Jersey), IDENTIFIERS- *Preservice Teachers; United States (South)

Elementary preservice teachers in institutions certified by the National Council for the Accreditation of Teacher Education (NCATE) in the southern U.S. completed the Cultural Diversity Awareness Inventory. Results indicated that subjects exhibited cultural sensitivity in the areas of the culturally diverse family, cross-cultural communication, assessment, and creation of a multicultural environment using multicultural methods and materials. No statistically significant differences were found based on race; participation in a multicultural education course; or prior high school attendance at a private, public, or parochial institution. It is concluded that teacher education programs appear to be preparing preservice teachers to be culturally sensitive and separate multicultural courses added to the curriculum may not be needed. (Contains 52 references.) (JDD)

ED 372 055 SP 035 344

Allen-Haynes, Leetta
Using an Accelerated Schools' School-University Partnership To Inform Change in a College of Education's Teacher and Administrator Training Programs. Draft.
PUB DATE- 10 Nov 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Case Studies; *College School Cooperation; Developmental Stages; Educational Change; *Educational Improvement; Elementary Secondary Education; Goal Orientation; Higher Education; Models; *Partnerships in Education; *Preservice Teacher Education; School Districts; *Schools of Education
IDENTIFIERS- *Accelerated Schools; Goodlad (John I)

This paper summarizes a case study of an educational reform strategy involving the development of a school-university partnership in which the university was a member of the National Accelerated Schools Network. The Accelerated Schools model builds on strengths, emphasizes agenda and resource sharing, and institutionalizes the school-university collaboration process. The Accelerated Schools model implies that genuine and lasting educational renewal and change can result from a system of educational organizational development and research which can impact both the present practice and the training of future teachers. The case study, which used John Goodlad's "ideal partnership paradigm" as the conceptual framework, revealed the potential for changing education by linking school-level realities to college of education teacher and administrator preparation programs' pedagogy and practices. The study also revealed that the establishment of a mutual goal, rather than involvement in a particular project, provided the primary impetus for the partnership's development. Four separate stages of the partnership could be identified, to which four separate sets of role relations and expectations were attached. (Contains 60 references.) (JDD)

ED 372 056 SP 035 345

Hargreaves, Andy
Dissonant Voices: Teachers and the Multiple Realities of

ED 371 597 FL 022 227

Liu, Dilin

Deep Sociocultural Transfer and Its Effect on Second Language Speakers' Communication.

PUB DATE- Mar 94

NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; *Chinese Culture; College Students; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; Cultural Influences; Cultural Literacy; Cultural Traits; *English (Second Language); Error Analysis (Language); Foreign Students; Higher Education; Interpersonal Communication; *North American Culture; Questionnaires; Second Language Learning; *Sociocultural Patterns; *Transfer of Training

IDENTIFIERS- Chinese People; Compliments (Language)

This study explores the concept of deep-structure sociocultural transfer and its impact on second language learning. It reviews three case studies of Chinese students in the United States, describing how the students allowed their native sociocultural values and beliefs to dominate their communications with Americans, even though they had resided in the United States for several years. The study also reports on research that sought to determine why sociocultural transfer is still a problem among people who have studied the target language and been exposed to its culture for some time. Twenty Chinese students at Oklahoma State University were interviewed and given a questionnaire to determine their responses to compliments in English. Results indicated that only four subjects made no transfer errors, with the majority giving at least one Chinese sociocultural response to compliments (negating the speaker's compliment). Responses to the questionnaire revealed that although 75 percent of the students knew the appropriate American response (expressing thanks), they unconsciously employed the native Chinese speech pattern. Learning the sociocultural values and rules of the target culture may not ensure acquisition if they are not applied in everyday usage. A copy of the questionnaire is appended. (MDM)

ED 371 598 FL 022 230

Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple and Single Subject Teaching Credentials with a (Bilingual) Crosscultural, Language, and Academic Development (CLAD/BCLAD) Emphasis.

PUB DATE- Feb 94

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Standards; *Bilingual Education; *Bilingual Education Programs; Colleges; *Credentials; Elementary Secondary Education; Higher Education; Language Teachers;

NOTE- 33p.; Paper presented at the International Conference on Language and Content (Hong Kong, December 1993). 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Feedback; Foreign Countries; Inquiry; Instructional Materials; Interaction; *Language Role; *Learning Processes; *Oral Language; *Semiotics; Teacher Role; *Written Language

In a discussion of the role of language in education, education is viewed as a semiotic apprenticeship, or opportunity to gain the cultural tools and practices for meaning-making in construction of knowledge. This process occurs through guided participation in discipline-based forms of inquiry. In this enterprise, language is seen as having a special function, providing tools both to mediate participation in an activity and to reflect on that activity. The ways in which written and oral discourse contribute to inquiry in the classroom and in class activities are examined. It is proposed further that this learner-centered view of the classroom as a community of inquiry suggests re-examination of the role of the teacher, and adoption of the teacher's role as active participant in inquiry. (MSE)

ED 371 619 FL 022 265

Wells, Gordon
Discourse as Tool in the Activity of Learning and Teaching.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Discourse Analysis; Foreign Countries; *Language Role; *Learning Processes; *Science Instruction; *Teacher Role

The role of discourse in education, specifically in the science classroom, is discussed. The discussion is based on the idea that talk in the classroom is not an end in itself but a means for inquiry, exploration, even activity, and expression of concepts. A framework for analysis of classroom discourse is outlined. In this approach, discourse is viewed as a tool-kit for achieving the goals of activities and their constituent tasks. The framework provides categories for analysis of the sequential organization of discourse and a theoretical basis for relating text to its context. The framework is then applied to specific classroom episodes, to explain how activities and their constituent tasks are operationalized through discourse. Focus is placed here on the role of the teacher, at both macro and micro levels, in engaging students appropriately with the curriculum, and more specifically on the use of responsive, follow-up discourse to accomplish this. Ways in which teachers can change their practice to match goals and action better are identified. (MSE)

ED 371 620 FL 022 266

Derewetzky, Solomon
Scholastic Achievement through Bilingual Education and

Saunders, George
Bilingual Children: From Birth to Teens.
PUB DATE- 88
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Bilingualism; Case Studies; *Child Development; *Child Language; Code Switching (Language); Educational Environment; Elementary Secondary Education; Family Environment; *Family Influence; Foreign Countries; Instructional Materials; Interpersonal Communication; Language Acquisition; *Language Attitudes; Language Proficiency; *Language Role; Language Usage; Literacy; Parent Child Relationship; Peer Relationship; Preschool Education; Role Playing; Sibling Relationship; Story Telling

The sequel to a personal account of the bilingual development of two children in one family looks at subsequent development and issues in bilingualism for those two and an additional child, occurring over a five-year period. An introductory chapter defines bilingualism and considers briefly its advantages and disadvantages. The second chapter discusses motives and methods for establishing bilingualism within the family. Chapter 3 offers a picture of communication within the family, in general and in specific interpersonal, child-animal, and child-toy contexts. The fourth chapter looks at instances of departure from normal language choice within the family, including code-switching. In the subsequent chapter, influences from outside the family are discussed: monolingual speakers; relatives and friends; playmates; peer pressure; bother bilinguals; and school. Chapter 6 examines two additional possible problems in establishing bilingualism, children's reluctance to speak the home language and the father's non-native-speaker status. Issues in the measurement of bilingual proficiency are considered in chapter 7, and biliteracy is discussed in chapter 8. The next two chapters look at the children's language attitudes and their first experience of their home language in its native context. Finally, a variety of aids (material, contextual, and experiential) to development of bilingualism are analyzed. (MSE)

ED 371 641   FL 800 735

Clymer-Spradling, Carol
The Cutting Edge: Workplace English. Project Handbook and Instructional Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Fashion Industry; Independent Study; In Plant Programs; *Limited English Speaking; *Literacy Education; Postsecondary Education; Program Descriptions; Program Effectiveness; Program Evaluation; *School Business Relationship; *Vocational English (Second Language)
IDENTIFIERS- *El Paso Community College TX; *Levi Strauss and Company; Workplace Literacy

A workplace literacy program for garment workers is described and

ED 371 661 HE 027 502

Creech, Joseph D.
Educational Benchmarks 1994.
PUB DATE- 94
NOTE- 70p.; For a related document, see HE 027 503.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Comparative Analysis; Differences; Dropout Rate; Early Childhood Education; Educational Assessment; Educational Finance; *Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; Higher Education; *Outcomes of Education; Postsecondary Education; *Regional Characteristics; School Readiness; State Norms; State Standards; Teacher Education; Teacher Salaries; Vocational Education
IDENTIFIERS- *Benchmarking; Southern Regional Education Board; *United States (South)

This report examines educational statistics in each of the 15 states that are members of the Southern Regional Education Board (SREB), comparing them to past SREB figures and to national averages in order to establish benchmarks and goals for educational performance. Major areas covered include: (1) Head Start enrollment; (2) eighth-grade math achievement; (3) college-credit courses offered at secondary schools; (4) dropout rates; (5) high school graduation rates; (6) credits earned by high school graduates; (7) vocational education; (8) number of adults with college degrees; (9) college effectiveness; (10) teacher education; (11) school effectiveness; (12) teacher and college faculty salaries; and (13) public funding of education. State and SREB area performance in each of these areas is discussed in terms of past performance, regional and national trends, and future goals. (MDM)

ED 371 662 HE 027 503

Creech, Joseph D.
Educational Benchmarks 1994: State-By-State Background Data.
PUB DATE- 94
NOTE- 83p.; For a related document, see HE 027 502.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Adult Education; Differences; Dropout Rate; Early Childhood Education; Educational Finance; Educational Quality; Elementary Secondary Education; Higher Education; *Outcomes of Education; Postsecondary Education; *Regional Characteristics; School Readiness; *State Norms; *State Standards; Teacher Education; Teacher Salaries
IDENTIFIERS- *Benchmarking; Southern Regional Education Board; *United States (South)

This report provides statistics on academic achievement and educational outcomes for each of the 15 member states of the Southern Regional Education Board (SREB), comparing them to past SREB figures and to national averages. The bulk of the report consists of 38 tables and charts that present data on: (1) number of schools, students, and teachers; (2) readiness for school; (3) student achievement; (4) dropout rates; (5) adult education; (6) college readiness; (7) college attendance; (8) teacher education; (9) teacher salaries; and (10)

Regents College nursing graduates lack necessary experience to be fully socialized members of the profession. A random sample of graduates from the Associate Degree in Nursing (ADN, n=2,800) and the Bachelor of Science in Nursing (BSN, n=1,900) degree programs were sent questionnaires, and their supervisors were also sent questionnaires. With response rates ranging from 51 to 76 percent, results indicated that over 90 percent of graduates remained in nursing. Nearly half of the BSN graduates went on to earn advanced degrees and 20 percent of the ADN graduates went on to earn the BSN. Participation in professional activities (conference attendance and regular reading of professional journals) was reported by nearly all alumnae. Corroborating evidence about alumnae level of professional competence and participation in professional activities was obtained from supervisors. Supervisors rated Regents College nursing graduates as slightly better on nursing skills and critical thinking skills than traditional graduates of campus-based programs. (JDD)

ED 371 680   HE 027 522

The Smoke-Free Campus.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Commonwealth Fund, New York, N.Y.; Ford Foundation, New York, N.Y.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- Aug 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; College Administration; College Buildings; *College Environment; Higher Education; Incidence; Models; National Surveys; Physical Health; *Policy Formation; Program Development; Public Health; *School Policy; *Smoking

This report outlines the health threats of cigarette smoking on college campuses. It cites evidence that smoking among high school seniors and college freshmen has dropped only 1.5 percent since 1981, and notes the dangers of second-hand smoke. Six recommendations for becoming a smoke-free campus are listed. The experience of American industry and businesses in curbing worksite smoking is cited as a model for colleges and universities. The need to work with students, faculty, staff, alumni, and the surrounding community in setting smoke-free policies is emphasized, and guidelines are offered for ensuring that enforcement is fair, that sanctions make sense, and that positive interventions are used. Two general approaches to implementation are described: convening a commission of the relevant stakeholders to cooperatively create a smoke-free policy, and having the administration set university policy. The impact of external forces, such as local regulations and tobacco producers, is also considered. An appendix cites smoking policies of over 150 U.S. colleges and universities, based on a July 1991 survey. (JDD)

ED 371 681   HE 027 523

Rethinking Rites of Passage: Substance Abuse on America's Campuses.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Commonwealth Fund, New York, N.Y.; Ford Foundation, New York, N.Y.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- Jun 94
NOTE- 104p.
LANGUAGE- English

ED 371 700 HE 027 542

Texas Higher Education Coordinating Board Statistical Report. Fiscal Year 1993, September 1, 1992 - August 31, 1993.
PUB DATE- 94
NOTE- 693p.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Buildings; *College Faculty; Community Colleges; *Credits; *Degrees (Academic); *Enrollment; Financial Support; Governing Boards; Higher Education; *Institutional Characteristics; Medical Schools; Private Colleges; Public Colleges; Student Attrition; Student Characteristics; *Student Financial Aid; Tables (Data); Technical Institutes; Two Year Colleges; Universities
IDENTIFIERS- *Texas

This report of statistical data concerning Texas institutions of higher education begins with a list of the institutions, including public universities, public health-related institutions, public community colleges, the public technical college system, independent senior colleges and universities, independent health-related institutions, and independent junior colleges. Data are presented in the following eight categories: (1) student enrollment (5-year summaries of headcount enrollment; headcount enrollment by classification, ethnic origin, gender; first-time, full-time freshmen by ethnic origin and gender; retention of first-time students; resident and nonresident students); (2) semester credit hours by level and by program; (3) degrees awarded, by level, program, ethnic origin, gender; first-time, full-time freshmen who graduated within 6 years, by ethnic origin and gender; and bachelor's degrees awarded to transfer students from community colleges by ethnic origin and gender; (4) faculty headcounts by rank, ethnic origin, gender, tenure status; average salaries; student-faculty ratios; (5) governing board members and nonfaculty personnel by ethnic origin and gender; (6) physical facilities (investment in physical plant and net assignable facilities space by function); (7) higher education appropriations (all funds and general revenue, and per student appropriations); and (8) student financial aid recipients by ethnic origin and gender, and financial aid by type of aid program. A profile for each public university supplies data on students, degrees awarded, faculty, and nonfaculty personnel. (JDD)

ED 371 701 HE 027 544

Davis, Jerry S.; And Others
State Funded Scholarship/Grant Programs for Students To Attend Postsecondary Educational Institutions: The National Association of State Scholarship & Grant Programs 25th Annual Survey Report, 1993-94 Academic Year.
PUB DATE- May 94
NOTE- 163p.; For the 1992-93 report, see ED 356 738.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Grants; Higher Education; National Surveys; *Scholarships; *State Programs; *Student Financial Aid; *Trend Analysis; Undergraduate Study

This report documents results of a survey of the 52 members (the 50 states, District of Columbia, and Puerto Rico) of the National Association of State Scholarship and Grant Programs

Pilot Projects; Surveys; *Technological Advancement; Training
IDENTIFIERS- *Auditors; Illinois (Chicago)

A review of the research has indicated that compact disc-read only memory (CD-ROM) technology is used most often by the home consumer, with educational use next and business use following. To assess how CD-ROM technology is used in the banking industry, bank auditors were surveyed. One hundred business systems and operational auditors in downtown Chicago (Illinois) were selected to participate in this study. Responses of 77 auditors confirmed that almost all felt that there is a need for CD-ROM technology. Seventy-eight percent use CD-ROM technology as a tool for referencing banking and financial information as well as technical information. Fifty-one percent think that CD-ROM saves them significant amounts of time, and they also comment that they are able to use CD-ROM with little or no training. Banks appear to be deeply involved in purchasing CD-ROM products, and the number of CD-ROMs in banks is increasing. (Contains 23 references.) (SLD)

ED 371 720   IR 016 639

Elementary and Secondary Core Curriculum Standards. Levels K-12. Library Media.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Childrens Literature; *Core Curriculum; Curriculum Development; Elementary Secondary Education; Graduation Requirements; *Information Literacy; *Information Skills; Information Utilization; Language Arts; Learning Resources Centers; *Library Instruction; *Library Skills; Objectives; *Research Skills; School Libraries; State Standards; User Needs (Information)
IDENTIFIERS- Utah

The Utah State Board of Education established a policy requiring the identification of specific core curriculum standards that must be completed by all kindergarten through grade 12 students as a requisite for graduation. The core curriculum consequently represents standards of learning that are essential for all students. This document presents the core curriculum standards for the state's library-media program. The library-media-skills core curriculum is based on four essential activities: (1) identifying and locating information and resources; (2) selecting and using information and resources; (3) evaluating information and resources; and (4) appreciating and evaluating children's literature. Core standards are identified for each grade level. Specific objectives are listed for kindergarten through grade 6. Beginning with grade 7, library media skills are infused into the language-arts core curriculum and will be infused into other curriculum areas as the supporting documents are revised. Standards for grades 7 through 12 that relate to library-media skills are listed, along with objectives for each standard, which are to be implemented in a series of projects and papers students will write. (SLD)

ED 371 721   IR 016 641

The DOE Program in HPCC: High-Performance Computing and Communications.

IDENTIFIERS- *Northern Arizona University; Teacher Surveys

Results are presented from surveys conducted at Northern Arizona University (NAU) about its library services. Mail survey questionnaires were completed by 266 faculty members, and a telephone survey questioned 400 students about library services at the university's Cline Library. A mail survey completed by 121 media service users and 126 field service users (all faculty members) and a desk evaluation completed by the users of media services, special collections and archives (187 users in all) provided the balance of data used in the library evaluations. Satisfaction with the Cline Library was tempered by some specific identified needs, such as a lack of needed materials and inadequate parking. Field service users, media services users, and users of special collections and archives generally received the services they sought and rated the personal assistance they received highly. Comments and suggestions are given for improving services in each of these areas. Attachments present the six user surveys. (SLD)

ED 371 742 IR 055 060

Wishnietsky, Dan H.
Using Computer Technology To Create a Global Classroom. Fastback 356.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Culture Contact; Curriculum Development; Definitions; Educational Objectives; *Educational Technology; Elementary Secondary Education; *Global Approach; Information Sources; Interaction; Models; Online Systems; Teaching Methods; *Technological Advancement
IDENTIFIERS- *Global Education

This brief information guide presents a model for developing a global classroom using computer-based technologies. The first chapter provides a working definition of global education and the reasons it is needed. Global networks enable students at all grade levels to acquire the knowledge and develop the skills to understand and guide their world. The next two chapters describe the computer-based technologies that can connect the classroom to the global community, as well as strategies for implementing these technologies. The final chapter discusses the impact that computers and global education will have on the curriculum, students, and society in general. A resource section lists 14 computer networks and organizations involved in global education for readers interested in learning more about the field. (Contains 5 references.) (SLD)

ED 371 743 IR 055 061

Lamb, Donald K.
Certification Manual for Wisconsin Public Librarians. Bulletin No. 94111.
PUB DATE- Oct 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

sciences; business; economics; publishing and news; and computer science. An index of keywords, titles, and institutional affiliations is included. (JLB)

ED 371 762 IR 055 096

Buckingham, Betty Jo; Johnson, Lory
Native American, African American, Asian American and Hispanic American Literature for Preschool through Adult. Native American Literature. Annotated Bibliography.
PUB DATE- Jan 94
NOTE- 62p.; For related documents, see IR 055 097-099.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Literature; *American Indians; Annotated Bibliographies; Authors; Childrens Literature; Elementary Secondary Education; Fiction; Minority Groups; Nonfiction; Picture Books; Reading Materials
IDENTIFIERS- Iowa; *Native Americans

This bibliography lists works by authors in the Native American population. It is made up of fiction and non-fiction books drawn from standard reviewing documents and other sources including online sources. Its purpose is to give users an idea of the kinds of materials available from Native American authors. It is not meant to represent all titles or all formats which relate to the literature by authors of Native American heritage writing in the United States. Presence of a title in the bibliography does not imply a recommendation by the Iowa Department of Education. The non-fiction materials are in the order they might appear in a library based on the Dewey Decimal Classification systems; the fiction follows. Each entry gives author if pertinent, title, publisher if known, and annotation. Other information includes designations for fiction or easy books; interest level; whether the book is in print; and designation of heritage of author. (JLB)

ED 371 763 IR 055 097

Buckingham, Betty Jo; Johnson, Lory
Native American, African American, Asian American and Hispanic American Literature for Preschool through Adult. African American Literature. Annotated Bibliography.
PUB DATE- Jan 94
NOTE- 98p.; For related documents, see IR 055 096-099.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Authors; Black Culture; *Black Literature; *Blacks; Childrens Literature; Elementary Secondary Education; Fiction; Minority Groups; Nonfiction; Picture Books; Reading Materials
IDENTIFIERS- *African Americans; Iowa

This bibliography lists works by authors in the African-American population. It is made up of fiction and non-fiction books drawn from standard reviewing documents and other sources including online sources. Its purpose is to give users an idea of the kinds of materials available from African-American authors. It is not meant to represent all titles or all formats which relate to the literature by authors of African American heritage writing in the United States. Presence of a title in the bibliography does not imply a recommendation by the Iowa Department of Education. The non-fiction materials are in the order they might appear in a library based on the Dewey Decimal

Community College Trustees Pacific Region Seminar (La Jolla, CA, May 13-15, 1994). For the Annual Report of the Commission on Quantum Quality, see ED 356 001.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrative Organization; *Change Strategies; Community Colleges; Educational Change; Educational Improvement; *Governing Boards; *Meetings; Participative Decision Making; *Quality Circles; Two Year Colleges
IDENTIFIERS- Carver (John); *Continuous Quality Improvement

In February 1992, a Commission on Quantum Quality was formed. It recommended that Maricopa Community College District (MCCD), in Arizona, launch a quality initiative which involved the implementation of continuous quality improvement (CQI) and, based on John Carver's philosophy and model for reinventing boards of governors, the active involvement of the MCCD's board. Key principles behind the initiative included a customer focus; dedication to continuous improvement; a systematic approach to processes and their improvement; teamwork; and the use of statistical methods for decision-making. Influenced by Carver's ideas that board members should be active leaders, the MCCD governing board became more involved in the development of the district's vision and mission and began to apply CQI to board meetings. Regular business meetings were shortened with a consent agenda, allowing time for open discussions of strategic issues or the future. Board study sessions, which had consisted of 20 minute presentations of written reports with very little participation from non-members, were converted into strategic conversations with participation sought by faculty, staff, and members of the public. While in general successful, some problems have included the feeling that the change was too abrupt, that some top administrators have problems with equal rank, problems with the sound system and seating arrangements, and not enough time for issues. A mission statement and sample board updates are included. (KP)

ED 371 783 JC 940 371

Oregon Community College 1992-93 Profile.
PUB DATE- Jul 94
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; College Faculty; Community Colleges; Developmental Programs; *Ethnic Distribution; Expenditures; Full Time Faculty; Income; *Institutional Characteristics; Part Time Faculty; Property Taxes; Racial Distribution; *School Demography; Staff Utilization; Tables (Data); Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Oregon

This statistical profile of Oregon's Community Colleges (OCC) provides 1992-93 information on students, faculty and staff, finances, programs, and services. The following student data are included: full-time equivalent (FTE) and headcount trends by category, by program by institution, and by term by institution; unduplicated headcount by program by institution; percentage distribution of enrollment of headcount by instructional program; percentage distribution of enrollment of reimbursable and nonreimbursable FTE by program; enrollment

ED 371 799 JC 940 401

Thompson, Dwayne E.
Combined English Language Skills Assessment (CELSA): Analysis of Disproportionate Impact.
PUB DATE- Jun 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Legislation; Ethnic Groups; *Language Proficiency; Language Tests; Learning Disabilities; Non English Speaking; *Screening Tests; *Test Bias; *Test Validity; Two Year Colleges
IDENTIFIERS- Combined English Language Skills Assessment Test; Golden West College CA

In July 1990, "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges" was published, requiring colleges to determine whether current testing practices discriminate against members of underrepresented groups. The standard for demonstrating disproportionate impact comes from the Equal Employment Opportunity Commission (EEOC) guidelines. Disproportionate impact exists when any assessment instrument yields a selection rate for any race, gender, or ethnic group which is less than 80% of the rate for the group with the highest rate. If evidence for disproportionate impact exists, the school must demonstrate that the placement test is valid and not biased. Golden West College (GWC) uses the Combined English Language Skills Assessment (CELSA) to place non-native speakers of English into English as a Second Language (ESL) or English classes. A study was conducted at GWC to determine the impact of CELSA testing on historically underrepresented groups. The tested population included all students assessed in spring, summer, and fall 1993 (N=2,205). The sample was broken down by gender, age, language, and disability status. The study found no significant patterns of disproportionate impact for gender; however, there was possible impact for age, which appears to be related to years out of school, and for disability status. Follow-up investigations are recommended to explain results. (KP)

ED 371 800 JC 940 402

Donsky, Aaron P.; And Others
Occupational Needs Assessment Survey.
PUB DATE- Jun 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Community Surveys; *Education Work Relationship; *Employer Attitudes; Employment Opportunities; *Job Skills; *Labor Needs; Minimum Competencies; *Needs Assessment; *Occupational Surveys; Professional Training; Questionnaires; Retraining; Two Year Colleges; Vocational Education
IDENTIFIERS- *Florida

To gather data on the future educational needs for successful employment in Seminole County, Florida, a cooperative study was conducted by Seminole Community College and the Seminole County Public Schools. A sample was developed of 450 employers

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Community Colleges; *Employer Attitudes; Higher Education; Job Skills; Job Training; Occupational Surveys; *Outcomes of Education; Questionnaires; Secondary Education; State Surveys; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Education and Training Placement Info Prog FL; Florida

Each year the Florida Education and Training Placement Information Program (FETPIP) conducts surveys to determine the opinions of employers about the preparation of graduates of vocational programs. The 1993 survey focused on eight school district and community college occupational training areas (i.e., automotive technology, gasoline engine mechanics, machining, business administration and management, patient care assistant, paramedics, medical assisting, and medical laboratory technology) and three university-level degree disciplines (i.e., architecture, library science, and pharmacy). Employers were selected only if they had hired a program completer in a job related to his/her training. Survey components were selected from the intended outcomes defined within the core curriculum of each school district and community college, while survey components were developed from other sources for the university disciplines. Eleven specific surveys were developed, covering employer hiring needs, general education and preparation, and specific occupational preparation. Study findings, based on a 75% response rate from the 868 firms surveyed, included the following: (1) overall, employers indicated that they were satisfied with the vocational education, entry-level preparation, and work habits of their new workers, with the employers of university graduates and paramedic and patient care assistant program completers indicating the highest level of satisfaction; (2) employers were more likely to be satisfied with job-related skills or "technical skills" than with basic skills; (3) respondents were satisfied with many basic skill areas with which they had been dissatisfied in the past, though they continued to be dissatisfied with writing and leadership skills. Survey instruments are appended. (KP)

ED 371 817   JC 940 429

Partnerships for Employing Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 21 May 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Advisory Committees; Community Colleges; Community Programs; Community Services; Employer Employee Relationship; *Job Placement; *Learning Disabilities; Mentors; School Business Relationship; *Student Employment; Two Year Colleges; Two Year College Students
IDENTIFIERS- Palomar College CA

In October 1992, the Disabled Student Programs and Services and Student Placement Offices of Palomar College initiated a partnership program with existing service agencies and employers to enable individuals with disabilities to enter the employment mainstream and to establish a safety-net support system within the work environment. The program developed two

DESCRIPTORS- Grade 6; Intermediate Grades; Junior High School Students; Middle Schools; *Orientation Materials; Parent Participation; *Peer Counseling; Program Effectiveness; *School Orientation; *Student Adjustment; Student Attitudes; Student School Relationship; *Transfer Students; *Transitional Programs; Videotape Recordings

An orientation and peer helper program was developed at a public middle school in a rural community to reduce the problems associated with sixth-grade students transferring into the school during the school year. Transfer students and their parents or guardians were provided with a video and brochure that explained the school's services, programs, and requirements. In addition, a peer helper club was designed to match the transfer student to a peer helper with similar interests. The peer helper served as a mentor and friend to help the transfer student with homework, classwork, and social activities. Four of the 8 transfer students entering the school during the 12-week implementation period participated in the program. A teacher, the transfer students, and peer helpers met every week or 2 for 15 minutes to implement various activities, such as role playing and journal writing, to help the transfer students through the transition period. Transfer students, their parents or guardians, and their teachers evaluated the program after 12 weeks. The transfer students expressed positive attitudes about their new school, and had a better understanding of what was expected of them in academic classes. Teachers indicated that the orientation program was helpful and expressed an interest in seeing all transfer students participate. Parents also found the video helpful. All participants liked the peer helper club best. (AC)

ED 371 837 PS 022 411

Working with African American Families: A Guide to Resources.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 94

NOTE- 121p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Black Family; Blacks; Demography; *Family Programs; Organizations (Groups); Parent Education; *Resource Materials; Resources; *Social Services

IDENTIFIERS- *African Americans; *Family Resource and Support Programs; Family Support

This resource guide was developed to provide a single source of current information for practitioners working with African American children and families. The guide describes materials, programs, national organizations, and other sources of information pertaining to the African American family. It presents information on a wide array of topics, including education, psychology, parenting, health, and employment. Specific subjects range from culturally relevant parent education curricula to African American rites of passage programs. The guide is divided into three sections. The first section, demographics, presents current statistics related to African Americans and household composition, income level, health, employment, and education. The second section, bibliographies, includes sources of general information on

A research project sought to determine the concerns of parents and preservice teachers regarding new approaches to child rearing. Six parents of infant children and eight undergraduate early childhood education majors participated in the study. Both groups received instruction in the Resources for Infant Educarers (RIE) philosophy, which espouses a humanistic-therapeutic way of working with infants. Both before and after the intervention, parents and students were given a modified Concerns-Based Adoption Model questionnaire to determine their concerns about innovation and the RIE philosophy. Survey results found that whereas before instruction in RIE, 47 percent of parents and 31 percent of students expressed an interest in helping other parents with the innovation, after the instructional period 27 percent of parents and 64 percent of students did so. This may be due to students' belief that, as teachers, they would be in a better position to provide these skills to parents in the future, while parents thought they needed the skills solely for themselves. Fewer parents (27 percent) than students (46 percent) expressed post-instruction concern about knowing more about resources available on the innovation. (MDM)

ED 371 857   PS 022 453

Quay, Lorene C.
A Review of Research on Intervention with Preschool Children and Families.
PUB DATE- 1 Mar 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Context; Disadvantaged Environment; Environmental Influences; *Family Programs; High Risk Students; *Intervention; *Low Income Groups; Parent Participation; *Poverty Programs; *Preschool Children; Preschool Education; Program Descriptions; Program Effectiveness; Program Evaluation
IDENTIFIERS- Family Support; School Based Services

This research review focuses on the effects of early intervention on the preschool children of low-income families, examining studies of intervention programs begun in the 1960s through the present. It then relates this analysis to the new Georgia Prekindergarten Program. The interventions reviewed are grouped into four hierarchical categories based on their relationship to the children's: (1) microsystem, or immediate environment; (2) mesosystem, or connections among children's immediate settings, such as home and school; (3) exosystem, including the social settings that affect but do not contain the child, such as community agencies; and (4) macrosystem, or broad culture. The review concludes that many interventions undertaken since the 1960s have failed to address all four of these settings, and thus have had mixed success. By contrast, the review notes, the Georgia Prekindergarten Program is designed to provide a comprehensive program to intervene at all four levels of disadvantaged preschool children's environment. Contains 91 references. (MDM)

ED 371 858   PS 022 454

Karr-Jelinek, Carol
Transition to Kindergarten: Parents and Teachers Working Together.
PUB DATE- Feb 94
NOTE- 128p.
LANGUAGE- English

ED 371 878 PS 022 482

Statewide Zoning Preemption for Family Child Care: A Status Report and Advocacy Guide.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Levi Strauss Foundation, Inc., San Francisco, Calif.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Advocacy; *Community Zoning; Early Childhood Education; *Family Day Care; Models; Program Descriptions; *State Legislation; State Standards; State Surveys
IDENTIFIERS- *Preemption Legislation; State Community Relationship

This report examines the evolution of state laws that allow family daycare providers to operate daycare programs in their own homes despite local zoning ordinances restricting such programs. Such preemptive legislation is currently in force in 17 states, and under consideration in others. Following an overview of preemptive legislation for the operation of family day care programs, the report provides a state-by-state outline of current preemptive laws. Each of the 17 entries contains a chart listing the key aspects of the law and a summary of its legislative history, scope, interpretation, and implementation. Contact persons and organization in each state are also listed. In addition, strategies for helping to pass preemptive legislation are also discussed. An appendix provides a model preemption law on family child care. (MDM)

ED 371 879 PS 022 483

Tunstall, Dorothy F.
Social Competence Needs in Young Children: What the Research Says.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; Educational Environment; Family Environment; *Family Role; Individual Characteristics; *Influences; *Interpersonal Competence; *School Role; *Social Development; Social Environment; Socialization; *Young Children

This paper reviews research on social competence in young children, outlining nine factors that influence the development of social competence. These are: (1) positive self-esteem; (2) a positive attitude; (3) active participation; (4) respect for others; (5) effective communication skills; (6) problem-solving ability; (7) an outgoing personality; (8) an ability to meet group and individual needs; and (9) a sense of optimism. Ten family factors were also found to have a significant influence on social competence, including a positive parent-child relationship, involvement of the child in family activities, respect of the child by family members, appropriate parental expectations, and a sense of spiritual or religious purpose. Finally, 12 school factors were identified as having an influence on social competence, including (1) appropriate teacher expectations; (2) respect for each child; (3) clear rules, (4) access to educational materials and activities, (5) cooperative and child-centered learning, (6) teaching of social next steps. (TM)

ED 371 899   PS 022 534

Deering, Paul D.
Is "Cooperative Learning" Either, Both, or Neither? Tales from Three Middle School Classrooms.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Cognitive Style; *Cooperative Learning; Ethnography; Grade 7; *Group Activities; Group Dynamics; Intellectual Disciplines; Junior High Schools; *Junior High School Students; Middle Schools; Peer Relationship; Student Behavior; Teacher Student Relationship; *Teaching Methods; Teaching Styles
IDENTIFIERS- Social Constructivism

Cooperative learning, as it was constructed in three seventh-grade classrooms in a multi-ethnic middle school, was examined as part of a dissertation study that focused on cooperative learning as embedded in its sociocultural context. Data were gathered using ethnographic methods, including participant and nonparticipant observations, document analysis, interviews, and audio recordings. The data were then constructed into vignettes of life in each of the three classrooms. The results suggest that the subject matter and social participation structure of cooperative learning are inextricably linked. However, the necessity of formal cooperative learning structures and procedures is questioned. Cooperative learning approach, subject matter, academic tasks, students' behavior and interactions, teachers' management styles, and other factors interacted in the three classrooms to constitute the enacted curricula, each providing markedly different learning opportunities. Teachers need to give careful consideration to the kinds of academic tasks that students work on in small groups to provide motivating, meaningful content that supports thinking and sharing of ideas. Contains 42 references. (MDM)

ED 371 900   PS 022 536

Himes, James R.
The United Nations Convention on the Rights of the Child: Three Essays on the Challenge of Implementation. Innocenti Essays, No. 5.
PUB DATE- Jul 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Advocacy; Child Health; *Childrens Rights; Child Welfare; Developing Nations; International Organizations; *International Programs
IDENTIFIERS- International Child Development Center (Italy); *UNICEF; *United Nations Convention on Rights of the Child

A growing international consensus exists that societies have an obligation to promote and protect children's rights to survival, protection, participation, and development. These three essays consider UNICEF's role in implementing the 1989 United Nations Convention on the Rights of the Child. "The UN positive attitudes toward school than did fourth-grade males. (KS)

ED 371 918 RC 019 664

Cahape, Patricia
Directory of Native Education Resources in the Appalachian Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *American Indian Culture; American Indian Education; American Indian History; *American Indians; Cultural Activities; *Cultural Maintenance; Elementary Secondary Education; Higher Education; Information Sources; Organizational Objectives; *Organizations (Groups); Services; *Tribes
IDENTIFIERS- *Appalachia (Central)

This directory begins with an overview of the contemporary status of American Indians living in the central Appalachian region--Kentucky, Tennessee, Virginia, and West Virginia. Although there are no federally recognized tribes in this area, there are small Indian groups living on or near their ancestral lands in Virginia and Tennessee. The Indian population is even more dispersed in Kentucky and West Virginia; however, there are many people with Cherokee and other tribal ancestry, as well as Indian people from other parts of the country who have migrated to these states. The directory includes contact information for 60 tribal, educational, historical, social-service, and advocacy organizations in the region that are committed to preserving American Indian culture, providing needed services to American Indians, and enhancing the educational opportunities of American Indians. Each listing includes address, telephone number, and a description of organizational objectives and services. (LP)

ED 371 919 RC 019 665

Berryman, Bonny; Schultz, Deborah
Creative Ways To Cultivate Agriculture in the Classroom.
PUB DATE- 84
NOTE- 313p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agriculture; Curriculum Guides; Economics; Elementary Education; *Elementary School Curriculum; Farmers; *Instructional Materials; *Interdisciplinary Approach; *Learning Activities; Lesson Plans; Poetry; Rural Education; *State History
IDENTIFIERS- Farms; *North Dakota

This curriculum guide consists of instructional materials for teaching 3rd, 4th, and 5th grade students about farming and the important role agriculture has had in the history and economy of North Dakota. The activities can be used to enhance the teaching of language arts, art, social studies, and science. The guide covers many aspects of agriculture, including farms, farmers, wheat, livestock, other North Dakota crops, soil, Population Education Accessions list, an output from a computerized bibliographic database. The first issue lists the entries from January to June, and the second issue lists the entries from July to December. The issues categorize the total of 387 entries into four parts. Part I, Population Education, consists of titles dealing with various aspects of population education arranged by country in the first section and general materials in the second section. Part II, Knowledge Base Information, consists of titles that deal with the different multidisciplinary aspects of population education. These entries are grouped into sections of the following major multidisciplinary topics: (1) Documentation; (2) Education; (3) Environment; (4) Fertility and Family Planning; (5) Health and Nutrition; (6) Information and communication; (7) Migration, Urbanization, and Human Settlement; (8) Population Policy and Trends; (9) Socio-economic Factors and Conditions; and (10) Women. Part III, Audio-visual Materials, consists of titles of various kinds of audio-visual aids dealing with both knowledge base and population education aspects. Part IV, Appendices, consists of a list of publishers and sources, and subject, author and geographical indices. (MDH)

ED 371 938   SE 054 357

McDonald, Robert B.; Bethel, Lowell J.
A Comparison of Coastal and Inland Residents' Knowledge of Marine Organisms and Their Feeding Relationships.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; *Elementary School Students; Geographic Regions; *Grade 4; Intermediate Grades; *Knowledge Level; *Marine Biology; Science Education; Scientific Concepts; Sex Differences
IDENTIFIERS- Texas

The purpose of this investigation was to compare the knowledge regarding marine organisms and their feeding relationships of fourth grade residents of one coastal and one inland community in south Texas and to generate grounded theory concerning the participants' construction of such knowledge. Four male and four female students were randomly selected from the fourth grade populations at one coastal and one inland site (n=16). Both free-recall and stimulated clinical interviewing strategies were employed to examine each participant's knowledge of the selected topics. Participant responses were compared across the variables of gender and region of residence. Overall, coastal residents were aware of more marine organisms than were inland residents, especially those organisms native to the waters near their home community. Gender was not shown to be a significant variable. Students from both groups were found to rely upon a limited number of critical physical attributes to identify marine organisms. A majority of the most commonly named organisms were those that the participants identified as being dangerous to humans. All of the participants were found to rely primarily upon a size-dependent, predator dominated "big fish eat little fish" framework when constructing understanding of marine trophic relationships. (Author)

ED 371 939   SE 054 377

Rosner, Joan; Fredman, Lonni Ann, Ed.

Examination in Egypt" (R. Kamel Wassef); (6) "The French System of Entrance Examinations (Francoise Langlois); (7) "National Entrance Examinations in Hungary" (Ervin Gecso); (8) "The University Tests in Japan" (Tae Ryu); (9) "University Entrance in Poland" (Tomasz Plazak; Zygmunt Mazur); (10) "Sweden - School Assessments and Central Tests" (Kjell Gisselberg, Gunilla Johansson); (11) "The A-Level Examination in the U.K. (Ken Dobson); (12) School Grades - Standard Tests the U.S.A. System (E. Leonard Jossem); and (13) "Issues and Comparisons" (Paul Black). ZWH

ED 371 958   SE 054 658

Carter, Constance, Comp.; Wilson, Alana, Comp.
Science Projects in Biology. LC Science Tracer Bullet.
PUB DATE- Dec 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Biology; Citations (References); High Schools; Science Activities; Science Education; *Science Experiments; *Science Fairs; *Science Projects

Sources to assist junior and senior high school students and teachers in planning, preparing, and executing science fair projects in the biological science are cited here, as well as a few books with experiments suitable for elementary grade students. (AA)

ED 371 959   SE 054 662

Getting Women and Minorities into the Engineering Pipeline: Pre-College Training in State Math Science Academies. In Brief: Economic Development and Commerce Policy Studies.
PUB DATE- Feb 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Engineering Education; *Equal Education; High Schools; Mathematics Education; Minority Groups; *Outreach Programs; *Science Careers; Science Education; *Womens Education
IDENTIFIERS- *California Academy of Mathematics and Science

Many are concerned that America will not have a sufficient supply of scientists and engineers in the workforce for the 21st century. To aid in increasing the number of students choosing careers in science and engineering, several math and science academies are recruiting underrepresented groups into these areas of study. This document provides a brief overview of two different approaches taken to increase the number of minorities and women choosing science as a career and the barriers that prevent women and minorities from attaining these careers. (ZWH)

ED 371 960   SE 054 663

Clarke, Marianne
Achieving Equity In Mathematics, Science, and Engineering Education. In Brief. (National Governors' Association Series, Economic Development and Commerce Policy Studies.)
PUB DATE- Apr 94
NOTE- 5p.

discussions and modifying the children's behavior according to group-determined norms of socially successful behavior. The second chapter provides direction in identifying children who stand to benefit from CLASSIC training. Chapter 3 provides a basic review of learning theory principles. The fourth chapter offers suggestions for the delivery of particular interventions. Chapter 5 offers session-by-session instructions for social skills training. Contains 24 references. (DK)

ED 371 978   SO 023 570

Tierney, Robert J.; And Others
Portfolio Evaluation as History: A Report on the Evaluation of the History Academy for Ohio Teachers. Occasional Paper.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *History Instruction; Informal Assessment; Interviews; *Portfolios (Background Materials); *Program Evaluation; Social Studies; *Teacher Attitudes; *Teacher Education; *Teacher Education Programs; United States History; World History
IDENTIFIERS- *History Academy for Ohio Teachers

An important objective of the History Academy for Ohio Teachers was to shift the participating teachers' beliefs and orientation to history. Through the examination of the portfolios and interviews, the study looked at the changes from the participants' perspective. A subset of 12 teachers were selected from the Academy's participants and were interviewed during portfolio conferences at the end of the 4-week summer session, and a second interview was held between February and April of the next year. Emerging patterns were discussed, and a coding system was developed and revised. The results indicated that overall the Academy appeared to achieve its purpose of creating a momentum for history education and affected changes in teachers' views of themselves, their knowledge, and their practice. The Academy successfully customized its approach to meet the diverse backgrounds, needs, assumptions, and individual differences of the participants. The findings suggested that the portfolio evaluation produced more trustworthy and richer data than traditional means of assessment and that the Academy was successful in its attempt to change participants' perspectives about the discipline of history and about themselves as teachers. Appendix A provides a summary of key terms and elements, and appendix B describes a sample case study of a participant. (CK)

ED 371 979   SO 023 571

Zilversmit, Arthur; Reed, Elaine Wrisley
Doing History: A Model for Helping Teachers. A Report on the History Academy for Ohio Teachers. Occasional Paper.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

possible to mobilize teachers and communities to provide quality education to the most disadvantaged. This program offers a successful model of partnerships between governments and private sectors. The program of Escuela Nueva in Colombia illustrates that it is possible to teach children in rural schools with few teachers and that those children can learn basic skills and complete primary education. The principle design of the program is active learning and providing children opportunities to progress at their own pace. The Programa de las 900 Escuelas in Chile shows that a society can choose to give more resources to those who have less and that it is a productive investment. These three cases provide direct channels to consolidation for democracy in the region and models for others to follow. Eight lessons develop from the case studies and serve as guiding principles in the design of future educational innovations: (1) a sense of mission; (2) the role of community; (3) democratic leadership; (4) strict and lean management; (5) resources and donor support; (6) political awareness; (7) open communication systems; and (8) teacher training. Five tables provide statistical information about student enrollment and the schools. (CK)

ED 371 998 SO 024 041

Guidelines for Creating Effective Study Circle Material.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Discussion (Teaching Technique); *Discussion Groups; Guidelines; *Material Development; Media Selection; Resource Materials; Teaching Guides
IDENTIFIERS- *Study Circles

Guidelines present ways to create written material for small group, democratic, and highly participatory discussions of social and political issues. Twelve suggestions for creating effective study circle materials precedes consideration of study circle goals. The overarching goal of any study circle is to provide opportunities for people to learn together in a participatory setting. Six common goals explore issues for consideration in planning programs and materials. Although there is no rigid formula for the creative and varied process of material development, eight steps offer some general guidelines: (1) research and define the issue; (2) provide basic information; (3) incorporate people's concerns into the material; (4) organize the materials; (5) encourage diversity; (6) call attention to values underlying opinions and concerns; (7) develop thought-provoking discussion questions; and (8) pilot test the material. The next section discusses five common questions regarding material development. Four modes provide examples of effective study circle materials: (1) stand-alone discussion questions; (2) discussion questions to accompany an article, report, or television program; (3) adapting existing discussion materials; and (4) original materials written specifically for study circles. The final section lists five additional resources. (CK)

ED 371 999 SO 024 043

Bjerstedt, Ake

the changes in the Danish society but maintains characteristic features through each educational reform. Section 1 provides a main outline of the education system for primary and lower secondary education, general upper secondary education, vocational education, and higher education. Section 2 describes vocational education and training as a highly developed democratic and dynamic system. Section 3 focuses on higher education and the contributory influence of students and the technical and administrative staff. Section 4 looks at Danish agricultural education, training, extension, and research. The fifth and final section presents internationally promising Danish research and education programs in the environmental area. (CK)

ED 372 019 SO 024 259

Stocking, Vicki Bartosik; Goldstein, David
Course Selection and Performance of Very High Ability Students: Is There a Gender Gap?
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; *Course Selection (Students); Equal Education; Evaluation Research; *Females; Higher Education; Males; *Mathematics Achievement; *Science Interests; Secondary Education; Sex Differences; Sex Fairness; *Sex Stereotypes; Student Interests
IDENTIFIERS- *Scholastic Aptitude Test; Science Achievement

Recent attention has focused on the decreasing levels of scholastic achievement of youth in the United States, particularly in areas of mathematics and science. In particular, concern has been expressed about the involvement and achievement of girls in traditionally sex stereotyped curricula, such as mathematics and science. This paper reports on an investigation exploring the course-taking and achievement patterns of academically talented girls and boys, selected by Scholastic Aptitude Test (SAT) scores. The subjects in this study were enrolled in the Talent Identification Program's Summer Residential Program at Duke University, an intensive 3-week academic experience. The study found that girls and boys performed equally well in all types of classes. Main effects in achievement and motivation were found only for type of class. The success of the students indicated that the SAT is a valid selection instrument. In addition, the usefulness of the SAT as an identifier of very high academic ability is described. (DK)

ED 372 020 SO 024 267

Scrimshaw, Peter
What Can Be Learned from IMAGE? Teachers' Perceptions of the Educational Value of an Art Package. CAL Research Group Technical Report No. 70.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Art Education; Art Products;

between 1985 and 1992. The findings show that while students who have completed a research methods course at the graduate level find the content useful, especially in understanding and evaluating the professional literature, they are not motivated to take additional courses in research or statistics, to learn more about research methodology, or to engage in research on their own. Only one respondent in five reported engaging in any type of research, and within the entire sample, only one individual reported publishing his/her research. Nevertheless, most agreed that teachers need preparation in both research and statistics, that such courses help them to pay more critical attention to articles about research, and that such courses help them to increase the frequency of their use of the professional literature as well as the application of what they read to their professional roles and responsibilities. A copy of the survey form is appended. (JDD)

ED 372 037 SP 035 315

Deering, Paul D.; And Others
An Examination of Teacher Thinking during a Collaborative Effort To Improve Elementary Cooperative Learning Literacy Instruction.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; *Constructivism (Learning); *Cooperative Learning; Educational Innovation; Elementary Education; Elementary School Teachers; Instructional Improvement; *Reading Instruction; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Collaborations for Literacy; Collaborative Research; *Teacher Researcher Cooperation; *Teacher Thinking; Vygotsky (Lev S)

Growing numbers of teachers are turning to cooperative learning methods for literacy instruction, yet recent studies suggest that teachers hold theories of cooperative learning which are unrelated, or even antithetical, to helping students learn to become strategic, independent readers. This paper reports on a study that examined seven teachers' thinking and its relation to classroom actions regarding the use of cooperative learning for literacy instruction in a bilingual elementary school. Data were collected from interviews with participants at the beginning and middle of the school year, classroom observations consisting of written fieldnotes describing instruction and the social context, post-lesson interviews with selected students, and educator-researcher staff development meetings. Findings indicated: (1) teachers' beliefs about teaching, literacy learning, and cooperative learning were compatible with a social constructivist learning perspective (Vygotsky, 1978), but were relatively inchoate; and (2) collaborative intervention guided by social constructivist learning theory (Vygotsky, 1978), can contribute to informed, collegial, and committed teacher innovation. Based on these results, the researchers worked with each teacher to develop instructional improvement agendas. An appendix provides sample responses of students' awareness of conditional knowledge. (Contains approximately 35 references.) (Author/LL)

ED 372 038 SP 035 324

Restructuring.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community; Elementary Secondary Education; Foreign Countries; *Group Unity; *School Restructuring; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- Canada

This paper argues that the realities of school restructuring in Canada are experienced and perceived differently among different teachers, by the same teachers at different times, and between teachers on the one hand and students on the other. Realities of restructuring are often divergent and dissonant in nature. No one group has an inherently privileged or inherently superior interpretation of these realities. One cannot properly speak of the teacher's voice, only of teacher voices, and of voices that may vary for individual teachers, depending on time and place. Theoretically, the paper deconstructs the notion of the teacher's voice as something that has been made into a romantic singularity, favorably opposing it to and imposing it upon all other voices. It points to the presence of many different teacher voices and to the existence and importance of other voices as well as those of teachers. Practically, the paper identifies a need to bring together the different voices surrounding schooling: those of teachers, students, and parents alike. (Contains 55 references.) (Author/JDD)

ED 372 057 SP 035 346

Hargreaves, Andy
Development and Desire: A Postmodern Perspective.
PUB DATE- Apr 94
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; *Emotional Development; Ethics; Foreign Countries; Futures (of Society); Higher Education; *Moral Development; *Political Influences; Politics of Education; *Professional Development; Social Theories; *Teacher Education; *Teaching (Occupation)
IDENTIFIERS- *Postmodernism; Symbolic Interactionism

Three theoretical perspectives guide this discussion of teacher development: symbolic interactionism, critical social theory, and theories of postmodernity. Drawing on these perspectives, key dimensions of teacher development can be addressed. Good teaching involves competence in technical skills, but it also involves moral purpose; emotional investment (desire); and political awareness, adeptness, and acuity. The practice and research of teacher development should address all these dimensions, and what really matters is the interactions among and integration between them. Focusing on technical competence in isolation can make teacher development into a narrow, utilitarian exercise that does not question the purposes and parameters of what teachers do. Focusing on moral purpose and moral virtue alone can result in missionary fervor that is

*Program Validation; State Legislation; *State Standards; Teacher Competencies; Teacher Education Curriculum; *Teacher Education Programs; Universities
IDENTIFIERS- *California

This guide outlines the 33 standards that professional teacher preparation programs in California must meet in order to issue multiple and single subject teaching credentials with a (Bilingual) Crosscultural, Language, and Academic Development (CLAD/BCLAD) emphasis. It also provides background information on bilingual education in the United States and California, including recent California legislative initiatives that led to the establishment of the new CLAD/BCLAD credential. The 33 standards are grouped into five categories: (1) institutional resources and coordination; (2) admission and student services; (3) curriculum; (4) field experiences; and (5) candidate competence and performance. Each entry contains a statement of the standard, an explanation of the rationale behind it, and a list of factors for evaluators to consider in determining whether a given program meets the standard. A list of 16 preconditions for the approval of teacher education programs is also provided. (Contains 64 references.) (MDM)

ED 371 599   FL 022 232

Horsella, Maria
Synthesis in Science.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracts; Foreign Countries; Higher Education; Indexes; Language Patterns; Language Research; *Language Role; *Language Usage; Nouns; Reference Materials; Sciences; *Scientific and Technical Information; *Synthesis
IDENTIFIERS- Anaphora; Deixis; Ellipsis; *Languages for Science and Technology; Linguistic Analysis

This paper discusses various techniques that scientists and other professionals can use to keep current in their field despite the large amount of available information, such as consulting abstracts, indexes, reviews, and catalogues. It also examines specific language patterns that are used in the sciences to produce synthesis and abridgement, based upon a study of the language used in mathematics, chemistry, and electricity. Eight linguistic elements of synthesis (ES) were identified: (1) Complex Nominals, such as compound nouns; (2) Formulaic Expressions; (3) Nominalizations, which often refer to physical or mental processes; (4) Non-Finite Forms, such as participles and infinitives; (5) Prepositional Phrases; (6) Vocabulary 3, which refer to events, ideation/concept, and text; (7) Anaphor/Deixis, which refer to actions and entities; and (8) Ellipsis. The usage, frequency, and roles of ES are then examined. (MDM)

ED 371 600   FL 022 234

Stanley, Karen
The Politics of Academia: Points of Departure.
PUB DATE- 94
NOTE- 3p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD,

Multicultural Activities Seminars (Project SABE MAS). Final Evaluation Report. 1992-93. OER Report.
PUB DATE- 13 Sep 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education; *Bilingual Education Programs; Curriculum Development; English (Second Language); High Schools; Instructional Materials; *Limited English Speaking; Multicultural Education; Native Language Instruction; Program Descriptions; *Program Effectiveness; *Program Evaluation; Questionnaires; Second Language Instruction; Staff Development; *Transitional Programs
IDENTIFIERS- New York City Board of Education

This report presents an evaluation of Scholastic Achievement through Bilingual Education and Multicultural Activities Seminars (Project SABE MAS), an Elementary and Secondary Education Act Title VII-funded project in its third year of operation at Theodore Roosevelt High School in the Bronx (New York). Project SABE MAS served 294 students, 267 of whom were of limited English proficiency (LEP) and 27 of whom were English proficient. Participating LEP students received structured English instruction in English as a Second Language (ESL) and native language arts (NLA), and bilingual instruction in the content areas of mathematics, science, and social studies. The project was fully implemented at the school and met its objectives for NLA, the content areas, cultural heritage, community awareness, career advisement, attendance, staff development, curriculum development, and parent involvement. The project failed to meet its objective for ESL. Recommendations for program improvement are included. Three appendixes provide lists of instructional materials used in the program and class schedules, along with a copy of a multicultural questionnaire. (MDM)

ED 371 621 FL 022 267

Katchen, Johanna E.
Serving Up Activities for TV Cooking Shows.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at International Association of Teachers of English as a Foreign Language (28th, Brighton, England, United Kingdom, April 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooking Instruction; Cultural Awareness; *English (Second Language); Foreign Countries; Listening Comprehension; *Programming (Broadcast); *Second Language Instruction; Speech Skills; *Teaching Methods; *Television; Vocabulary Development
IDENTIFIERS- Taiwan

This paper documents a presentation given on the use of English-language television cooking shows in English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) classrooms in Taiwan. Such shows can be ideal for classroom use, since they have a predictable structure consisting of short segments, are of interest to most students, teach evaluated. The program, a partnership between El Paso Community College (Texas) and Levi Strauss & Company, consisted of a three-level, job-specific, video-based curriculum for limited-English-speaking employees implemented at seven plants in El Paso. The 18-month model demonstration program used televised and self-paced instruction, and included support services to increase likelihood of program completion. The report details the program's implementation of 6 broad objectives and the 36 tasks designed to accomplish them. Performance evaluation measures and results are described, and some recommendations are made for further assessment and program development. Appended materials include a brief bibliography, a list of other model workplace literacy programs, job task analysis questionnaire, sample lesson plan and student assessment instruments, student anecdotal information and testimonials, student surveys and tabulated results, management survey and tabulated results, instructor and video evaluation forms, program-related letters and news clippings, brief descriptions of the college's literacy education programs, and an instructional guide for the course in question. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 371 642   FL 800 780

Wales, M. L.
Issues in the Relationship of General and Specific Language in Workplace ESL: Some Australian Perspectives.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeast Asian Ministers of Education Organization Regional Language Center Seminar (28th, Singapore, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Case Studies; Course Content; Curriculum Design; Educational Needs; *English (Second Language); Foreign Countries; Immigrants; *In Plant Programs; *Language Role; *Languages for Special Purposes; Language Usage; Program Descriptions; Second Language Instruction; Teaching Methods; Vocabulary Development; *Vocational English (Second Language)
IDENTIFIERS- *Australia

A discussion of the content of workplace English programs for limited-English-speaking immigrants to Australia focuses on the proportions of general and work-specific course content in those programs. It draws, in part, on results of a 1989 study of one workplace English-as-a-Second-Language (ESL) program. It is proposed that reasons for incorporating general English in such programs include: (1) the need for normal participation in workplace culture; (2) there are important linguistic relationships between general and specialized English; (3) learners may perceive a need for general English; and (4) to proceed further, learners may need to develop additional general English skills. Four specific instances of workplace ESL instruction that use a task-based approach are described briefly as illustrations of the value of combining general and job-specific language. They concern a course for hotel workers, another for employees in an industrial porcelain factory, telephone usage instruction, and interview skills for workers wishing to be promoted. It is concluded that developing skills in the general use of English, particularly through task-based activities, is necessary for limited-English-speaking workers to participate actively in the workplace, develop confidence, educational funding. (MDM)

ED 371 663 HE 027 504

Undergraduate Enrollment and Completion among Minorities. CBO Papers.
PUB DATE- Feb 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Blacks; College Graduates; Community Colleges; Educational Attainment; *Enrollment; *Enrollment Trends; Higher Education; Hispanic Americans; *Minority Groups; Proprietary Schools; Public Policy; *Racial Differences; Sex Differences; Trend Analysis; *Undergraduate Students; *Undergraduate Study; Universities; Whites

This report examines minority undergraduate enrollment and completion trends at American colleges and universities. Chapter 1 focuses on general undergraduate enrollment trends, finding that between 1976 and 1990 the number of minority undergraduates grew faster than total enrollment, with Blacks as the only minority group whose percentage increase did not exceed that of Whites. Chapter 2 addresses the differences between Whites and Blacks in enrollment in four-year and two-year degree-granting institutions, while Chapter 3 makes a similar comparison with respect to enrollment in proprietary schools. The analysis found that the proportion of Whites and Blacks attending two-year and four-year colleges and universities did not change significantly between 1976 and 1990, although minority enrollment at proprietary schools increased from 14 to 25 percent between 1976 and 1990. Chapter 4 examines college persistence and completion rates, finding that Hispanic and Black persistence rates increased significantly since the 1970s, approaching those of Whites. Policies designed to increase minority enrollment should focus on providing assured access, targeting student aid more precisely, and increasing student support services. Three appendixes provide information on age-standardized enrollment rates, supplemental tables, and entry and persistence rates in postsecondary education. (MDM)

ED 371 664 HE 027 505

Noell, Jay
The Use of Grants and Loans To Help Finance Undergraduate Education.
PUB DATE- Apr 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Finance; *Grants; Higher Education; *Loan Repayment; *Paying for College; Private Colleges; *Program Effectiveness; Proprietary Schools; Public Colleges; Public Policy; Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study

This paper analyzes the use of student grants and loans among undergraduates in the 1989-90 academic year. It discusses the issue of using loans to finance undergraduate education, and explores who among current undergraduates receive grants and loans. It also investigates the cumulative amounts of education debt taken on by undergraduate students and examines the burden of that debt by comparing the annual payments with a rough

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Alcoholism; *Change Strategies; *College Students; *Drinking; Educational Environment; Higher Education; Incidence; Legal Responsibility; *Policy Formation; Program Development; School Policy; Social Problems; *Student Behavior; Substance Abuse
IDENTIFIERS- *Binge Drinking

This report focuses on the dramatic increase in and intensity of binge drinking (consuming more than five drinks in one sitting) on American college and university campuses--now considered the number one substance abuse problem in American college life. Anecdotal evidence indicates that many students drink more, more frequently, and with the express purpose of getting drunk. Forty-two percent of all college students reported that they had engaged in binge drinking in the previous 2 weeks. Data on specific groups, such as college women or students living in fraternities and sororities, paint an even grimmer picture. The problem of alcohol abuse also has a profound ripple effect on the entire campus community, leading to unplanned pregnancies, acquired immune deficiency syndrome (AIDS), injuries, suicide attempts, vandalism, assault, rape, and poor academic performance. College administrators feel paralyzed in teaching students to drink in moderation, as nearly three-quarters of their populations are legally underage. Action to curb alcohol abuse has involved policies restricting availability and imposing sanctions and programs promoting alcohol-free activities or peer counseling. Recommendations are presented for changing the alcohol culture on campuses and defining responsibilities of key players. The Alcohol Awareness Index, a checklist identifying the degree to which a school creates an alcohol-responsible environment that does not support abusive drinking, is appended. (Contains 73 reference notes.) (JDD)

ED 371 682 HE 027 524

Rubino, Antonio N.; Pearl, John
Using Networking Conferences for Science Program Improvement.
PUB DATE- 24 Mar 94
NOTE- 19p.; Paper presented at the Annual Research Convocation of the College of Education at Western Michigan University (Kalamazoo, MI, March 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conferences; Elementary Secondary Education; Evaluation Methods; Higher Education; Information Dissemination; *Information Networks; *Planning; Program Development; *Program Evaluation; Program Improvement; *Science Education; Teaching Methods
IDENTIFIERS- Kellogg Foundation; Michigan

This paper describes the role of and planning process for networking conferences in the cluster evaluation of the Michigan-based science education projects funded through the W. K. Kellogg Foundation Science Education Initiative to improve science teaching and learning with a long term goal of improving the scientific literacy of Michigan citizens. Cluster evaluation is designed to strengthen individual projects and to assess the impact of a selected group of projects and thus strengthen Kellogg Foundation programs and policymaking. Networking conferences are described as an important component of the Foundation's cluster evaluation process. They serve the following purposes: (1) plan for, exchange ideas about, provide

(NASSGP) which collected data concerning state-funded programs of scholarship or grant assistance for postsecondary students. Text sections present a summary and highlights; comparative program statistics for 1993-94 and earlier years; new programs, program changes, and program plans; 5-year trends in need-based undergraduate grant dollar expenditures by states; and rankings of state grant program expenditures. Twenty-three tables present data concerning grant aid awarded by types of programs, level of student, and need versus non-need basis; grant dollars per resident; percentage of undergraduates receiving grant awards; and total state grants as a percentage of appropriations of state tax funds. Survey highlights indicate that: (1) in 1993-94, states are expected to award just under $3 billion in grant assistance to almost 1,900,000 students, representing an expected growth rate of about 12 percent over 1992-93; (2) states spend an average of $7.80 per resident for all grant programs, about $77 per "college age" resident, and about $230 per full-time undergraduate student; and (3) only 16 states increased their need-based grant dollars enough to keep pace with inflation of college costs. A list of NASSGP officers and a directory of state grant agencies conclude the report. (JDD)

ED 371 702   HE 027 545

Langsam, Deborah M.
Portfolios: A Capstone Activity for Students in Freshmen Seminar.
PUB DATE- Feb 94
NOTE- 18p.; Paper presented at the Annual National Conference on the Freshman Year Experience (13th, Columbia, SC, February 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Assignments; *College Freshmen; Elective Courses; Evaluation Methods; Higher Education; Models; *Portfolios (Background Materials); *Seminars; Student Development
IDENTIFIERS- *Freshman Seminars; Portfolio Performance Appraisal Systems; *University of North Carolina Charlotte

Students often arrive at universities ill-prepared for the reflective practice needed to derive maximum benefits from a Freshman Seminar. At the University of North Carolina at Charlotte, portfolio projects are semester-long assignments in which the portfolio serves as a capstone activity to help freshmen more thoroughly analyze their first year experiences and more meaningfully integrate them into their overall academic and personal development. Freshman Seminar portfolios contain a selective collection of "best work" developed during a student's first semester at college, chosen by the student to show his or her progress and growth. The portfolio is also a way to build in accountability for quality performance in the seminar. Portfolio entries fall into three categories: those which show evolution and change, those which illustrate accomplishment, and those which encourage integration and application. The model is easily adapted to other types of seminars. For discipline-based seminar courses, the assignments could include a "State of the Discipline" section and a "Future Trends" section. Techniques are offered for avoiding pitfalls in portfolio assignments. Sample evaluation grids are provided. An appendix contains a student handout describing the portfolio assignment. (JDD)

PUB DATE- Mar 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Computer Uses in Education; Cooperation; Federal Legislation; Federal Programs; Government Role; Objectives; Program Descriptions; Program Implementation; Student Recruitment; *Systems Development; *Technological Advancement; *Telecommunications
IDENTIFIERS- *High Performance Computing; High Performance Computing Act 1991; National Research and Education Network; Supercomputers

This document reports to Congress on the progress that the Department of Energy has made in 1992 toward achieving the goals of the High Performance Computing and Communications (HPCC) program. Its second purpose is to provide a picture of the many programs administered by the Office of Scientific Computing under the auspices of the HPCC program. These include work on the development of high-performance computing systems, the Advanced Software Technology and Algorithms (ASTA) program, the National Research and Education Network (NREN), and the Basic Research and Human Resources (BRHR) program. In accordance with the HPCC Act of 1991, the Department of Energy has established two collaborative consortia at Los Alamos (New Mexico) and Oak Ridge (Tennessee) to work on identified "Grand Challenge" problems in a number of areas. Six figures are included. (SLD)

ED 371 722 IR 016 642

Progress Report on The Long-Range Plan for Technology: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.
PUB DATE- May 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Courseware; Distance Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Retrieval; Information Storage; *Long Range Planning; Pilot Projects; Program Implementation; Research and Development; State Legislation; *State Programs; *Telecommunications; Training
IDENTIFIERS- Technology Plans; *Texas; Texas Education Network

"The Long-Range Plan for Technology" was adopted by the Texas State Board of Education in November 1988. This progress report details accomplishments through August 1992 in the following categories: (1) hardware procurement and purchase; (2) courseware adoption and provision; (3) training and certification; (4) delivery systems; and (5) research and development. The technologies encompassed are computer-based systems, information storage and retrieval devices, telecommunications, and other electronic media. Priority uses are for classroom instruction, instructional management, distance learning, and communications. Enabling statutes for the long-range plan have been passed, and many implementation plans have been approved. An Advisory Committee on Technology Standards and the Texas Center for Educational Technology have been established, and the first electronic textbook was adopted

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; Guidelines; *Librarians; Library Administration; Professional Continuing Education; *Public Libraries; State Legislation; State Programs
IDENTIFIERS- *Wisconsin

This manual contains the guidelines and procedures for public librarian certification and certification renewal in Wisconsin. Certification is not required for library personnel other than administrators, but nonadministrators may apply for certification at the level for which they are eligible. Requirements for voluntary library certification are in accordance with those for required certification. Voluntary certificates are granted for 5 years, and may be renewed. How to apply for certification is described in detail. Continuing education is among the requirements for recertification, as spelled out in the description of the renewal process. Appendixes describe the statutory authority for certification and present the application and renewal forms, as well as list some continuing education validators. (SLD)

ED 371 744   IR 055 062

Combined School and Public Libraries: Guidelines for Decision Making. Bulletin No. 94206.
PUB DATE- Jan 94
NOTE- 25p.; Endorsed by the Council on Library and Network Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Library Administration; *Library Cooperation; *Library Planning; Library Role; Library Services; Mission Statements; *Public Libraries; *School Community Relationship; *School Libraries; *Shared Library Resources; State Programs; User Needs (Information)
IDENTIFIERS- *School Public Library Cooperation; Wisconsin

The purpose of this document is to help communities and school districts determine whether a combined school and public library will be the best way to provide the most efficient library service for all community residents. A combined school and public library is one that is located in a single facility and operates cooperatively to perform the curriculum support functions associated with a school library, as well as to provide the broader library service needs of children, young adults, and adults that are commonly the focus of the public library. Topics covered in this document are: planning issues, including examples of mission statements; the legal framework for combined school-public libraries in the state of Wisconsin; and a list of key issues to be considered when examining the feasibility of establishing such a library. A feasibility checklist developed to help make a decision concerning library service is also included and covers planning, governance, administration and funding, access to information and materials, the physical facility, and attitudinal factors. Included in the appendices are: alternatives for improving library services; a selected bibliography; and descriptions of existing combined school-public libraries in Wisconsin. (JLB)

ED 371 745   IR 055 065

Classification systems; the fiction follows. Each entry gives author if pertinent, title, publisher if known, and annotation. Other information includes designations for fiction or easy books; interest level; whether the book is in print; and designation of heritage of author. (JLB)

ED 371 764 IR 055 098

Buckingham, Betty Jo; Johnson, Lory
Native American, African American, Asian American and Hispanic American Literature for Preschool through Adult. Asian American Literature. Annotated Bibliography.
PUB DATE- Jan 94
NOTE- 56p.; For related documents, see IR 055 096-099.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian Americans; Authors; Childrens Literature; Elementary Secondary Education; Fiction; Minority Groups; Nonfiction; Picture Books; Reading Materials
IDENTIFIERS- *Asian American Literature; Iowa

This bibliography lists works by authors in the Asian-American population. It covers literature by authors of Chinese, Hawaiian, Japanese, Korean, Vietnamese, East Indian, and other Asian ancestry who are or were U.S. citizens or long-term residents. It is made up of fiction and non-fiction books drawn from standard reviewing documents and other sources including online sources. Its purpose is to give users an idea of the kinds of materials available from Asian-American authors. It is not meant to represent all titles or all formats which relate to the literature by authors of Asian-American heritage writing in the United States. Presence of a title in the bibliography does not imply a recommendation by the Iowa Department of Education. The non-fiction materials are in the order they might appear in a library based on the Dewey Decimal Classification systems; the fiction follows. Each entry gives author if pertinent, title, publisher if known, and annotation. Other information includes designations for fiction or easy books; interest level; whether the book is in print; and designation of heritage of author. (JLB)

ED 371 765 IR 055 099

Buckingham, Betty Jo; Johnson, Lory
Native American, African American, Asian American and Hispanic American Literature for Preschool through Adult. Hispanic American Literature. Annotated Bibliography.
PUB DATE- Jan 94
NOTE- 32p.; For related documents, see IR 055 096-098.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Authors; Childrens Literature; Elementary Secondary Education; Fiction; *Hispanic American Literature; *Hispanic Americans; Minority Groups; Nonfiction; Picture Books; Reading Materials
IDENTIFIERS- Iowa

This bibliography acknowledges the efforts of authors in the Hispanic American population. It covers literature by authors of Cuban, Mexican, and Puerto Rican descent who are or were U.S. citizens or long-term residents. It is made up of fiction and non-fiction books drawn from standard reviewing documents and other sources including online sources. Its purpose is to give users an idea of the kinds of materials available from distribution among institutions; FTE change by institution and program; resident and non-resident headcounts; gender totals; age distribution; racial/ethnic distribution; students by county of residence; Oregon public high school graduates attending fall term; awards granted; and fall fourth week headcounts. The following data are provided on faculty and staff: full- and part-time faculty by gender and racial/ethnic faculty by gender; base salaries; administrators by gender and racial/ethnic classification; full- and part-time non-teaching professionals by gender; full- and part-time classified and support staff by gender; and employees by expense function. Finance data include general fund operating revenues and expenditures by percent and category; special revenue fund revenues and expenditures; direct instructional costs by program and FTE; property taxes; reimbursable FTE and taxes; tuition rates; financial aid expenditures; and relationship between costs and state appropriations. Finally, program and service data focus on libraries; contracted out-of-district FTE students, costs, and resources; developmental education by FTE, age, race, and as percentage of total developmental FTE; statewide General Educational Development (GED) headcount; small business development centers funding levels and activity summaries. (KP)

ED 371 784   JC 940 372

Krech, Alan S.
Accountability and the Movement to Performance Indicators: The South Carolina Experience and Guidelines for Institutional Effectiveness.
PUB DATE- 19 Jul 94
NOTE- 43p.; Materials from a presentation at the Summer Data Conference of the National Center for Education Statistics (Arlington, VA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Community Colleges; Educational Assessment; Evaluation Research; Evaluation Utilization; *Institutional Evaluation; Outcomes of Education; *Performance Factors; Two Year Colleges
IDENTIFIERS- *South Carolina

Providing information on assessment and institutional effectiveness programs in South Carolina, this two-part document describes the use of performance indicators (PI's) and presents state guidelines for institutional effectiveness. The first part discusses assessment in South Carolina, indicating that institutions are required to develop measure to assess their effectiveness and prepare annual reports on specific PI's. This part also presents the following principles for using PI's: (1) the factor addressed and its relation to an appropriate goal must be clear; (2) a context should be provided for the PI; (3) diagnostic information should accompany the PI; (4) PI's are most useful when considered in groups; (5) while indicators are increasingly being used to determine institutional funding, the processes may not be sufficiently sophisticated or depoliticized to work; and (6) PI's will not lead to improvements if they are simply used for institutional ranking. The second part provides guidelines for selected by types of businesses employing technology education graduates in Seminole, Orange, and Volusia counties. A list of questions for future telephone interviews were mailed to the chief executive officers of 285 firms, with interviews conducted with 63% of the sample. Study findings included the following: (1) the most desired non-technical job requirement was work ethic/appearance (48%); (2) with respect to retraining, 78% of respondents expressed a preference for training by in-house staff; (3) for firms indicating a preference for training by outside organizations, 27% indicated a preference for a series of non-credit college level seminars, 23% mentioned vocational programs linked to a public education institution, and 21% indicated a program linked to credit courses; (4) only 18% of respondents had employees hoping to pursue an associate degree; (5) the most commonly cited programs to fulfill training needs were technical education (16%), business/clerical/secretarial (14%), and computer training (12%); (6) with respect to anticipated hires, the dominant occupational needs were blue collar service, clerical/office/computer, and sales; and (7) 80% of health care firms indicated they would be employing more cross-trained personnel. Appendixes include the classifications of employers, the survey instrument, a phone contact summary, and results. (MAB)

ED 371 801   JC 940 403

Lansing Community College Reorganization Overview Document.
PUB DATE- Nov 93
NOTE- 31p.; Materials presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *College Planning; Community Colleges; Cooperative Planning; Departments; *Management Teams; *Organizational Change; Organizational Development; *School Organization; Two Year Colleges
IDENTIFIERS- Lansing Community College MI

In response to an unstable economy and diminishing resources, Lansing Community College, in Michigan, initiated a college-wide reorganization in July 1993 to improve institutional effectiveness and increase efficiency. This paper provides a description of the reorganization process and organizational structure before and after the change. First, a narrative is provided of the reorganization process from February to July 1993, highlighting the reorganization of the college into the following five new divisions: (1) student and academic support; (2) careers; (3) liberal studies; (4) community services and continuing education; and (5) administrative services. The narrative also describes the formation of a restructuring transition team of administrators to manage the overall process; a 13-member, college-wide operational transition team to manage operations; college-wide teams to develop organizational structures for the new units; and a divisional transition team to finalize the assignment of functions in divisions. Organizational charts are then presented of the entire college structure before and after the July 1993 restructuring. Finally, organizational charts are presented for each of the new divisions, including information on the major courses to prepare students for employment and to provide support on work adjustment issues. In addition to counseling, assessment, and placement services, the program also selects a worksite peer-mentor who is trained and given incentives to support the adjustment of the new employee. The program relies on existing campus services and partnerships with employers and community service agencies. By 1994, the project had accomplished the following: (1) a Transition Committee, involving 21 representatives of community agencies and educational institutions, was formed and agreed to meet monthly to advise the placement project, share information and concerns, promote cooperation, and avoid duplication of effort; (2) an active 35-member advisory board including representatives from the college and business community was formed and has stimulated a true partnership between the project and business community; (3) intake, screening, and transition plan procedures have all been modified to streamline and enhance the effectiveness of the project; (4) curricula and syllabi for vocational preparation and work adjustment courses were modified and approved; and (5) 21 students had been placed. Brochures and other program materials are included. (KP)

ED 371 818   PS 022 092

Cornali-Engel, Irene
Une Ecole Enfantine: Pourquoi? (A School for Infants: Why?).
PUB DATE- Sep 93
NOTE- 39p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Foreign Countries; Nursery Schools; *Policy Formation; *Preschool Education; School Role; *Teaching Methods
IDENTIFIERS- *Switzerland

In 1992, a set of objectives for preschool education in the French-speaking cantons in Switzerland was adopted by the heads of the departments of public instruction in French-speaking Switzerland as well as in Tessin (a non-French-speaking canton in Switzerland). This document was prepared to facilitate the use of these objectives within an inter-cantonal perspective. Part 1 provides a brief history of the development of the objectives beginning in 1972, when a subcommission on nursery school education affirmed the social objectives of preschool education. Part 2 explains the process used to redefine the objectives for preschool education in French-speaking Switzerland in 1991 and 1992. Part 3 presents the ideas governing the new objectives, focusing on: (1) the role of preschools in socializing and educating children, complementing the education that takes in the family, and providing a place of transition between the familial and scholastic environments; (2) the role of nursery school as a place where children learn to become students and blossom; (3) the role of teachers; and (4) the ability of particular activities to develop particular skills. Part 4 focuses on the instructional component of the objectives, covering classroom changes, activities, the child in the classroom, the role of play, perceptual training, and education in its broadest sense. Finally, part 5 argues that the new objectives merely provide a framework which must be filled in by practice. (AC)

ED 371 819   PS 022 102

African American families and their relationship to the larger society and systems, books and curricula for the practitioner, books of interest to African American parents, and general information on family support. The third section, resources, contains listings of organizations divided into national and local or regional categories that provide resources and services to African American children, youth, and families, from advocacy and research to parent education and job training. An extensive appendix section presents information regarding effective African American parenting, the Nguzo Saba (or "Seven Principles" of Kwanzaa), community empowerment, multicultural or Afrocentric education, parent involvement, and scholarships for African American students. (TJQ)

ED 371 838 PS 022 412

Vogel, Christine
Training in Family Support: Towards a Conceptual Framework. A Report from a Wingspread Conference.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Oct 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conference Proceedings; *Educational Practices; Educational Quality; *Family Programs; Models; Parent Education; Social Support Groups; *Social Workers; *Training
IDENTIFIERS- *Family Resource and Support Programs; *Family Support; Program Characteristics

This report presents the results of a conference held by the Family Resource Coalition (FRC) in October 1991, which brought together an interdisciplinary group of academics and family resource practitioners to address questions of quality in family support and, more specifically, in staff development and personnel. The report provides the rationale for convening the conference, examines challenges facing the family support movement, and describes desirable program characteristics. Current training programs and delivery systems are also discussed. The report then recommends: (1) gathering information for the development of a best practices statement; (2) developing these best practices into specific training programs; (3) developing a training cadre to disseminate such programs; (4) continuing work on the integration of various cultural values into training programs; (5) continuing work on the refinement of terminology used in the family support field; and (6) studying further the current family support delivery systems. Two appendixes present an update on best practices projects undertaken by the FRC and a list of conference participants. (MDM)

ED 371 839 PS 022 414

Power, Jenny
Parent/Teacher Partnerships in Early Literacy Learning: The Benefits for Teachers.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the AARE Conference (Victoria, Australia, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Early Childhood Education; Individual Development; Kindergarten; *Kindergarten Children; Parent Participation; *Preschool Children; Program Descriptions; *School Readiness; *Special Needs Students; *Student Adjustment; *Transitional Programs
IDENTIFIERS- *Teacher Cooperation

Many children, and their families, experience stress when they leave preschool and enter kindergarten. This paper describes a transition plan for children entering kindergarten that addresses the needs of developmentally delayed children as well as typically developing children. By coordinating all the involved parties--parents, teachers, administrators, and support staff--the plan seeks to reduce stress and provide a forum to plan the best possible transition and eventual programming for each individual child and family. The paper includes an introduction and outline of the project, statement of objectives and transition philosophy, evaluation of the project, analysis of survey data, and project summary and conclusions. Transition documents employed in the project included are: transition timeline, classroom survival checklist, parent's observation form, transition team meeting form, transition team meeting worksheet, and key people chart. Appendixes include materials used in the project including letters and flyers regarding transition meetings; transition meeting minutes and meeting handouts; letters to administrators, teachers, and support staff; and sample and completed surveys of elementary staff and parents. (TJQ)

ED 371 859 PS 022 456

Ahlberg, Janet; And Others
A Thinker Tool: for the Jolly Postman or Other People's Letters; for the Paper Bag Princess; for Pigs; for the Velveteen Rabbit.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Children; *Childrens Literature; *Class Activities; Early Childhood Education; Integrated Curriculum; *Lesson Plans; Prediction; Self Esteem; Teaching Guides; *Thinking Skills; Whole Language Approach; Writing Skills

These guides are designed for use by early childhood teachers in conjunction with four popular children's books, providing teachers with lesson plans and activities to develop their students' thinking skills. Each guide focuses on a specific book and skill as follows: (1) the guide for "The Jolly Postman or Other People's Letters" emphasizes the whole language approach to teaching writing skills; (2) the guide for "The Paper Bag Princess" emphasizes predicting skills; (3) the guide for "Pigs" emphasizes sequencing skills; and (4) the guide for "The Velveteen Rabbit" emphasizes self-esteem. The guides also contain ideas for integrating the books and lessons across the curriculum. (MDM)

ED 371 860 PS 022 457

Strasburgber, Victor C., Ed.; Comstock, George A., Ed.
Adolescents and the Media.
PUB DATE- Oct 93

skills, and (7) abundant social interaction. Includes 59 references. (MDM)

ED 371 880 PS 022 489

Burke, Kay
The Mindful School: How To Assess Thoughtful Outcomes. K-College.
PUB DATE- 93
NOTE- 194p.; Foreword by Arthur L. Costa.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Educational Testing; Elementary Secondary Education; *Evaluation Methods; Grades (Scholastic); Grading; Higher Education; *Informal Assessment; *Nongraded Student Evaluation; *Outcomes of Education; Report Cards; Standardized Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; Outcome Based Education; Performance Based Evaluation

Authentic assessment, as referred to in this book, encompasses meaningful tasks, positive interaction between teachers and students, methods that emphasize higher-order thinking skills, and strategies that allow students to plan, monitor, and evaluate their own learning. Most important, authentic assessment means helping students to apply and transfer specific skills to real-life situations. This guide is a resource for helping educators understand, redefine, and reshape their own assessment practices. A wide range of alternative forms of assessment is presented in a meaningful and practical format. Each chapter introduces a different assessment tool and includes a description of the assessment method and discussion of why and how it should be used. Examples of the many assessments are provided, as well as opportunities to create original tools and perform self-evaluation. Following an introduction discussing the current status of assessment, the 12 chapter topics are: (1) thoughtful outcomes; (2) standardized tests; (3) teacher-made tests; (4) portfolios; (5) performances and exhibitions; (6) projects; (7) learning logs and journals; (8) metacognitive reflection; (9) observation checklists; (10) graphic organizers; (11) interviews and conferences; and (12) final grades. Contains 111 references. (TJQ)

ED 371 881 PS 022 504

AIDS/HIV Infection Policies for Early Childhood and School Settings.
PUB DATE- May 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Acquired Immune Deficiency Syndrome; *Board of Education Policy; Confidentiality; *Curriculum Development; Disease Control; Early Childhood Education; Educational Legislation; Elementary Secondary Education; Health Education; Health Promotion; *Policy Formation; Public Health; Public Policy; School Policy
IDENTIFIERS- *Massachusetts

Convention on the Rights of the Child: More Than a New Utopia?" discusses obstacles to the effective implementation of the Convention, urging UNICEF and other organizations to take up the challenge of meeting the goals of the Convention. Three ways the Convention can be used to good effect are discussed, and four practical steps from the field of development or social planning for implementation of the Convention are identified. "Reflections on Indicators Concerning the Rights of the Child" discusses indicators that measure human rights performance relating to children in developing countries. Two initiatives of UNICEF's International Child Development Centre in Florence, Italy, are described, and types of indicators and reporting and monitoring processes are considered. "Children's Rights: Opportunities, Dilemmas and Pitfalls Facing UNICEF and Its Partners" suggests that UNICEF must strengthen its capacity to play a more active role in implementing the Convention. How this role is likely to involve UNICEF in controversial and politically sensitive issues is discussed, as are the negotiating, political, technical, and hands-on skills UNICEF must acquire to meet this challenge. (TM)

ED 371 901   PS 022 537

Black, Maggie
Street and Working Children. Innocenti Global Seminar (Florence, Italy, February 15-25, 1993). Summary Report.
PUB DATE- Oct 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; Child Abuse; Child Health; *Child Labor; Children; Childrens Rights; Developing Nations; Females; Foreign Countries; *Homeless People; Household Workers; *Intervention; Males; Poverty; *Poverty Programs; Program Development; Program Effectiveness; Seminars; Sexual Abuse
IDENTIFIERS- Child Prostitution; United Nations Convention on Rights of the Child

This report describes a seminar designed to develop a better understanding of the problems and needs of working children and children living in the streets, to analyze policy and program experiences in working with such children, and to draft a set of recommendations to help improve the conditions of street and working children in the context of the United Nations Convention on the Rights of the Child. The report examines historical trends in child labor, the difficulty of identifying the number of street and working children, and the visible and invisible child work force. The report recommends that more be done to: (1) identify and reach children at risk, especially those in agriculture, domestic service, and in marginal activities; (2) maximize the opportunities for mobilizing partnerships and building alliances among families, communities, local organizations, and political leadership in an effort to transform the "enemies" of street and working children into allies and protectors; (3) develop relevant and cost-effective programs to meet the needs of such children; and (4) respond more adequately to the particular vulnerabilities of young girls who work. Three appendixes provide the text of specific recommendations, the seminar agenda, and a list of seminar participants. (MDM)

ED 371 902   PS 022 538

chemicals, farm machinery and inventions, railroads, and marketing. Each topic includes: (1) lesson plans describing supplies needed, background information and procedures, and learning activities; (2) task-card shapes (images) and activities that can be used for independent research projects, creative writing book covers, bulletin board shapes, or for mounting poetry or handwriting; (3) games designed to reinforce vocabulary and specific concepts of agriculture topics covered in the curriculum; (4) word hunts; and (5) poetry with agricultural themes that can be used for studying metaphors and similes, introducing a lesson, practicing handwriting, or stimulating students to write poetry about farming. Includes answer sheets and useful references. (LP)

ED 371 920   RC 019 666

Covington, James W.
The Seminoles of Florida.
PUB DATE- 93
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; Christianity; Elementary Secondary Education; *Federal Indian Relationship; *War
IDENTIFIERS- *Florida; Missionaries; *Seminole (Tribe)

This book gives a complete account of the Florida Seminoles from their entrance into the state almost 300 years ago, through the great chiefdoms of Micanopy, Osceola, and Billy Bowlegs, to the current political reality of democratic tribal elections. After moving into the peninsula from Georgia and Alabama, the Seminoles fought three wars against the Whites. By 1858, at the end of the final war, 90 percent of the tribe had been killed or forcibly removed to Oklahoma. Those who remained in the swampy grassland of south Florida comprised one of the last tribes in the country to retain cultural independence from Whites. With the drainage of the Everglades and extension of highways and railroads into the area, the land the Indians lived on without legal title became prime real estate, and the Seminoles were evicted by the new White owners. Education of the Seminoles was characterized by initial resistance in the 1920s, poor conditions, great distances for students to travel, and high teacher turnover. The book describes the beginning of Seminole relocation to reservations; their participation in World War II; the inroads of Christianity in the 1940s; and changes in tribal education, government, and agriculture and business ventures in recent decades. The book contains maps, photographs, drawings, the complete 1913 census, lists of government agents and tribal leaders, an index, and an extensive bibliography. (KS)

ED 371 921   RC 019 674

Adams, Jacob E., Jr.
School District Size and State Educational Costs in Kentucky. Revised.
PUB DATE- May 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

The TEAM Notebook: Teachers' Environmental Action Manual.
PUB DATE- Jul 93
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Ecology; Educational Objectives; Elementary Secondary Education; *Environmental Education; Instructional Materials; Resource Materials; Teaching Guides; Worksheets
IDENTIFIERS- Environmental Awareness; Environmental Ethic; Sierra Club

This manual, in notebook form, is a compilation of lesson plans, activities, resources, and environmental ideas for teachers of kindergarten through 12th grade. In response to teachers' requests, the manual includes worksheets, diagrams, poems, classroom games, and activities presented in 17 sections labeled A through P. The sections cover: (1) a rationale for environmental education (EE); (2) guidelines, concepts, and instructional objectives for EE; (3) activities to build environmental awareness; (4) a life style action calendar; (5) environmental word games; (6) ideas for environmental bulletin boards; (7) information about the teachers and EE activists network; (8) a list of colleges and universities with outstanding EE programs; (9) information about careers in the environment; (10) hints and information about environmental protection; (11) references, bibliographies, and resources lists; (12) Sierra Club Issue Committee information and resources for teachers; (13) exemplary pledges, creeds, and covenants for EE; (14) quotes about Earth literacy, environmental ethics, and a philosophical approach to planet Earth; (15) new trends for EE; (16) the March 1991, October 1991, and January 1992 issues of the Sierra Club newsletter "SierraEcology"; and (17) a glossary of 68 terms. (MDH)

ED 371 940 SE 054 538

Interagency Consultation Meeting on Co-operation and Co-ordination in Environmental Education (3rd, Paris, France, November 6-8, 1990). Final Report.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Elementary Secondary Education; *Environmental Education; Foreign Countries; *International Cooperation; Training
IDENTIFIERS- *International Environmental Education Programme; United Nations Environment Program

United Nations agencies and other intergovernmental and nongovernmental organizations concerned with environmental education (EE) met for the third time by invitation of UNESCO in order to develop cooperation and coordination in EE and training among the agencies. This report of the meeting is presented in three sections. The first section reports the proceedings of the conference. The second section gives the history of the UNESCO-UNEP International Environmental Education Program (IEEP) from 1975-1990. The section includes a description of IEEP's general framework, actions taken by IEEP from 1975-1990, and future actions planned. Priority areas reflected in the future plans include teacher education,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Engineering Education; *Equal Education; Mathematics Education; *Minority Groups; *Science Careers; Science Education; *Womens Education

To aid in increasing the number of students choosing careers in science and engineering, the National Governors' Association has been working with states to develop policies to increase the number of women and minorities in mathematics and science. The following examples of state activities are discussed: (1) California Advocacy for Mathematics (CAMS) and Science, which is aimed at preparing all students to take college preparatory courses in mathematics and science; (2) CONSTRUCT, Connecticut's Statewide Systemic Initiative (SSI), which focuses on the achievement of female students in mathematics, science, and engineering in Connecticut; (3) Georgia Initiative in Mathematics and Science (GIMS), which has an overarching goal of diversity; (4) Michigan's Statewide Systemic Initiative (MSSI) addresses equity concerns in education and teacher education; (5) Systemic Initiative for Montana Mathematics and Science (Simms), which includes the development of an action plan to increase the participation of girls and Native Americans in mathematics and science; (6) North Carolina Science and Mathematics Alliance, which supports a network of local partnerships that bring together regional leaders to develop and implement efforts to reform mathematics and science education; and (7) Vermont Institute for Mathematics, Science and Technology, which focuses on increasing the participation of girls in mathematics and science. (ZWH)

ED 371 961 SE 054 668

Improving Career Access in Science and Engineering for Students with Disabilities. Conference Proceedings of the National Association for Industry-Education Cooperation; American Association for the Advancement of Science; Association on Higher Education and Disability; National Parent Network on Disability, Federation for Children with Special Needs.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 31 Jan 94
NOTE- 33p.; For the Planning Guide, see SE 054 669.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Students; *Disabilities; *Equal Education; *Equal Opportunities (Jobs); Higher Education; *Science Careers; Science Education; Science Instruction

Many are concerned that America will not have a sufficient supply of scientists and engineers in the workforce for the 21st century. Five regional workshops were held by four organizations (in Boston, Massachusetts; Minneapolis, Minnesota; Seattle-Tacoma, Washington; and Phoenix-Tempe, Arizona) to provide a forum for all those concerned with issues involved in the underrepresentation in science and engineering of students with disabilities. This document is one of two documents that was distributed through the participating national organizations. It contains the formal presentations, the identified barriers and recommended strategies to overcome them, summaries of workshop evaluations, and recommendations. (ZWH)

(055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *History Instruction; Journal Writing; *Models; Portfolios (Background Materials); *Program Evaluation; Social Studies; Teacher Attitudes; Teacher Education; *Teacher Education Programs; Teaching Skills; United States History; World History
IDENTIFIERS- History Academy for Ohio Teachers

The History Academy for Ohio Teachers provided 40 Ohio teachers with an intense 4-week summer immersion in world and U.S. history and in historical theory and methods that was followed by a year-long follow up program on teaching units. Working together with college based historians, a new model was developed to help educators improve the teaching of history in schools. Although many participants were initially suspicious of the portfolios that were used to evaluate the program, a large number found the process useful and implemented it in their classrooms. The journals kept by the teachers provided a way to understand the academy process, and some teachers incorporated journals into their classroom strategies. A third instrument was devised to measure the degree that participants understood the nature of the discipline before and after the academy summer program. Nine participants showed no change while most participants gained a full letter grade. Issues concerning the professional development of teachers followed a discussion of what worked with the program and what would be done differently. Appendix 1 lists 24 members of the History Academy Advisory Council. Appendix 2 provides a recruitment brochure and inserts for the 1992-1993 History Academy for Ohio Teachers. Appendix 3 presents the Ohio Historians Network recruitment letter of January 31, 1992, and appendix 4 gives the syllabus for the summer academy courses. Appendix 5 lists 20 academic staff, visiting speakers, and consultants, and appendix 6 describes the document evaluation exercises and results. (CK)

ED 371 980   SO 023 837

Dorman, William A.
The Not So Odd Couple: Critical Thinking and Global Education.
PUB DATE- 10 Aug 92
NOTE- 11p.; Paper presented at the Annual International Conference for Critical Thinking and Moral Critique (12th, Rohnert Park, CA, August 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Curriculum Development; *Ethnocentrism; *Global Approach; Higher Education; *International Education; Secondary Education; World Problems
IDENTIFIERS- *Global Education; World Views

This document traces the history of and need for global education. The paper examines a crucial connection between global education and critical thinking. Students cannot acquire a global perspective without developing critical thinking skills. Similarly, they cannot be considered critical thinkers without a global perspective. With the end of the Cold War and the collapse of the Soviet Union, the challenge has become for teachers to abandon their bipolar assumptions and get students ready for a multipolar world. A new world view is needed. The global education movement can serve as a model for an educational system that will prepare students for life in a much different world than the one of their parents. Global education developed out of 2 emerging global realities: (1) all

Teacher Training and Peace Education. Peace Education Miniprints No. 55.
PUB DATE- Jan 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Interviews; Opinions; *Peace; *Teacher Education
IDENTIFIERS- *Peace Education

The issue of what needs to be done in teacher training in order to prepare future teachers more adequately for the area of peace education provides a variety of responses from an interview study involving 50 international experts representing 22 countries. Part 1 discusses the question and summarizes the major aspects of the theme of teacher training and peace education. Part 2 gives a detailed documentation of the interview responses. (Author/CK)

ED 372 000 SO 024 044

Oberg, Jan
Conflict-Mitigation: Philosophy & Methodology. Peace Education Miniprints No. 56.
PUB DATE- Jan 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict; *Conflict Resolution; Decision Making; Foreign Countries; *International Relations; Interpersonal Communication; Interviews; *Methods Research; Peace; *Philosophy; *Problem Solving
IDENTIFIERS- *Conflict Mitigation; *Transnational Foundation for Peace Future Res

Conflict-mitigation is a concept and methodology that emphasizes a broad societal understanding of conflicts obtained mainly through in-depth interviewing with many and varied actors. Developed through the work by the Transnational Foundation for Peace and Future Research (TFF), the conflict-mitigation process is intended to serve a number of purposes: (1) enable the parties to solve conflicts themselves to the largest extent possible; (2) serve as early warning, preventive diplomacy, and multi-track diplomacy; (3) understand better the peace-making potential of civil society; (4) help not only the conflicting parties but the international community through an open and open-ended process; (5) work with drafts or interim reports that the conflicting parties are invited to comment on; and (6) lead to an informal third party role in some cases. The practice of conflict-mitigation section follows the purposes and describes interviews, analysis, and reports. A list of 21 directions that the TFF and other parties can take provide suggestions for where conflict-mitigation can lead. Eighteen conflict mitigation principles show what the TFF adheres to in its work and what it tries to help others learn. (CK)

ED 372 001 SO 024 051

Niemi, Richard G.; Junn, Jane
Civics Courses and the Political Knowledge of High School Seniors.
PUB DATE- 2 Sep 93
NOTE- 43p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, September 2,

*Computer Assisted Design; *Computer Assisted Instruction; Computer Attitudes; *Computer Software; *Computer Software Reviews; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Teacher Attitudes
IDENTIFIERS- England; *IMAGE Computer Assisted Learning Program

In evaluating IMAGE, an open-ended computer assisted learning program designed to enable English children to produce, modify, and print artwork created on the computer, teachers' perceptions of the program were focused on what the software package can do and what can be learned from using the program. Eighty teachers utilized the package in their schools and colleges. Overall the verdict on IMAGE was favorable. The report showed that IMAGE was usable in many situations, over a wide range of environments, and by teachers with very different educational philosophies. Non-specialist teachers as well as specialist art teachers with a variety of interests and approaches to art viewed the package as valuable. The teachers' evaluations raised further questions about art education and computers that extended beyond the role of the IMAGE software package. (CK)

ED 372 021 SO 024 275

Dostalova, Radmila
Humanistic and Democractic Goals in the Czech Secondary School (Aims and Outlooks).
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Civics; Cultural Background; Cultural Influences; Democracy; *Democratic Values; *Educational Change; *Educational Objectives; Foreign Countries; *Humanism; Learning Activities; Secondary Education; Social Sciences; Transitional Schools
IDENTIFIERS- *Czechoslovakia; *Czech Republic

Although the humanistic and democratic practices in the Czech Republic secondary schools are currently insufficient due to the communist regime prior to 1989, a tradition exists in the Czech cultural background for humanity and democracy in education, and those values can be incorporated into the school environment again. The long term isolation of Czechoslovakia from the developments in the social sciences that have taken place in the west since 1939 has resulted in an aversion to modern social sciences. Czech participants in discussions on the content of civic education agree that the central aim of civic education is to provide students the skills for individual responsibility and social participation. The goal of social science teaching that developed from participant discussions is to provide pupils with an understanding of the principles of a democratic society and to identify the fundamental values of a democracy. Extracurricular activities based in the civics curriculum help the students to think critically, listen with discernment, and communicate with power and precision. Education for citizenship means to enable students to make connections between what they learn and how they live. (Author/CK)

ED 372 022 SO 024 307

Harris, James F., Ed.; Metcalf, Fay, Ed.

Cristiano, Marilyn J.
I Want To Learn What I Want To Learn in the Way I Choose To Learn It: Using Learning Contracts.
PUB DATE- Feb 93
NOTE- 46p.; Paper presented at the Western States Communication Association Great Ideas for Teaching Speech (G.I.F.T.S.) Community College Interest Group (February 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Guidelines; Higher Education; *Interpersonal Communication; *Learning Experience; Learning Motivation; Learning Processes; Outcomes of Education; *Performance Contracts; Skill Development; *Student Educational Objectives; Student Motivation; *Student Role; *Teacher Role

Contract learning is an alternative way of structuring a learning experience. Instead of specifying how a body of content will be transmitted (content plan), it specifies how a body of content will be acquired by the learner (process plan). Students identify problems or issues that are real for them and relevant to the course at hand, state learning objectives that address attainment of knowledge and/or development of a skill, and name learning resources. Results of the learning contract demonstrate evidence of the achievement of learning objectives. This guide provides information on: (1) the theoretical foundations of contract learning; (2) developing effective learning contract assignments; (3) the instructor's role; (4) learning contracts to improve students' understanding of the dynamics of interpersonal communication; (5) an interpersonal communication evaluation form; (6) student feedback regarding the learning contract assignment; and (7) advantages of using learning contracts. A bibliography and an example of a completed learning contract written by a student including summaries of information sources, personal insights, and a follow-up action plan are appended. (LL)

ED 372 039 SP 035 325

Hettich, Paul I.
Inducing Students To Think about Their Learning: Four Approaches.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Educational Practices; Elementary Secondary Education; *Hidden Curriculum; Higher Education; *Journal Writing; Learning Strategies; Metacognition; Student Attitudes; Student Behavior; *Student Centered Curriculum; Student Characteristics; *Teaching Methods
IDENTIFIERS- *Blooms Taxonomy; *Learning Style Inventory (Kolb)

Instructors seeking to practice learner-centered principles of teaching have several tools at their disposal. This paper summarizes four approaches to help students become more aware of their own psychological functioning and how it shapes their learning. Journal writing induces students to reflect and blind to the differences in values, competence, or working conditions among colleagues. Political strategies pursued in isolation can make teachers carping and hypercritical, falling into the trap of careerism and opportunism. Exclusive emphasis on emotional development can create teachers who are narcissistic and self-indulgent. Meeting the challenge of teacher development in the postmodern world requires attention to all these dimensions. (Contains approximately 170 references.) (JDD)

ED 372 058 SP 035 347

Schiller, Marjorie; And Others
Dialogue Journaling with Preservice Art Teachers: A Study by Three University Supervisors in Art Education.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Occasional broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; *Art Teachers; *Dialog Journals; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Journal Writing; *Preservice Teacher Education; *Student Journals; Student Teachers; *Student Teacher Supervisors; Teacher Student Relationship
IDENTIFIERS- Preservice Teachers; Reflective Teaching

This paper examines the reflections of preservice art teachers through dialogue journaling with university supervisors. Journal writing is used to encourage students to practice writing intelligently about their concerns and experiences, in a nonthreatening format where content is more important than structure. Students have two notebooks; they write entries in one of them weekly, while the alternate journal that contains the previous week's entries is read and responded to by the university supervisor. At weekly seminar meetings, the journals are exchanged. Journal assignments are usually open-ended, though occasionally a topic is assigned, such as managing children with special needs or dealing with administrative difficulties. The instructions to the students are to write about classroom issues and events that are troublesome or enigmatic. Analysis of students' journal entries are categorized as: (1) reflective and current thoughts, relating to personal situations, the teaching situation, and weekly seminars; and (2) projected thoughts that pertain to the future (the remainder of student teaching or future teaching situations). The most frequently mentioned theme was that of behavior and class management issues. Several students use illustrations of themselves or other school-related objects or people in their journals. Supervisors' responses generally include congratulations, commiseration, and suggestions. (Contains 26 references.) (JDD)

ED 372 059 SP 035 348

Prerost, Frank J.
Assessing Student Progress in Field Experience: Factors Influencing Positive Outcomes.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Faculty; *Educational Attitudes; *English (Second Language); Higher Education; *Language Teachers; *Politics of Education; Problem Solving; Professional Recognition; *Second Language Programs; Social Support Groups; Status

This paper examines political maneuvering within academia, the concerns of English as a Second Language (ESL) faculty, and methods that faculty can use to overcome campus politics and address their concerns. ESL faculty are often concerned about: (1) the lack of support from mainstream college faculty; (2) too many part-time positions; (3) attitudes towards ESL students; (4) the marginal status of intensive English programs (IEPs) at many institutions; (5) the use of for-profit IEPs instead of regular, institution-related IEPs; and (6) institutions that offer degrees in teaching of English as a foreign or second language, but that offer few courses. To overcome these concerns, faculty need to establish networks of people who can assist them in reaching their goal. They also need to educate people about a specific problem or concern, build up demand for a desired course or program, bring in outside experts, appeal to financial considerations, publicize concerns, know and respect other people's agendas, and seek official sanction. (MDM)

ED 371 601 FL 022 235

Christianson, Kiel
Contrastive Pragmatics of English and Japanese Offers and Requests.
PUB DATE- 11 Mar 94
NOTE- 40p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Analysis; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; Cultural Influences; Foreign Countries; Higher Education; Interpersonal Communication; *Interpersonal Competence; Language Research; Language Usage; Native Speakers; *North American Culture; *Pragmatics; *Second Language Learning; Sociocultural Patterns
IDENTIFIERS- Japan

This paper analyzes a study by Fukushima (1990) of the English offers and responses of Japanese English as a foreign language (EFL) college students and reports on an experiment designed to address the perceived weaknesses of Fukushima's work. Fukushima's study found that many Japanese EFL learners could not use appropriate levels of politeness in English. Using the same interactive offer and response situations, the present study examined both Japanese and English offers and requests of Japanese EFL college students, comparing them to the English offers and requests of native English speakers from the same age group (18 to 31 years old). It found that both English and specialized vocabulary, use step-by-step directions, and illustrate the eating habits of the target culture. Using the television show "The Frugal Gourmet," the presentation provides a number of activities, keyed to segments of the show, that can be used with ESL and EFL students. Teachers can focus on developing general listening comprehension, specialized vocabulary, and speaking skills. An appendix contains a list of activities for students. (MDM)

ED 371 622   FL 022 269

Pavlou, Pavlos Y.; Rasi, Sylvia B.
Considerations in Writing Item Prompts for Simulated Oral Proficiency Interview (SOPI).
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Language Testing Research Colloquium (Washington, DC, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Language Proficiency; Language Teachers; *Language Tests; *Oral Language; Second Language Instruction; Spanish; Teacher Certification; Teacher Education; Test Construction; *Test Content; *Test Items; Test Validity
IDENTIFIERS- Oral Proficiency Testing; *Simulated Oral Proficiency Interview; Texas

This study addresses the validation of an oral proficiency test by examining the language that is obtained from the items presented in the test. The study focused on the language elicited by a form of the Simulated Oral Proficiency Interview (SOPI), the Spanish version of the Texas Oral Proficiency Test (TOPT). The TOPT is used to measure the oral proficiency of foreign language and bilingual education teachers seeking certification in Texas. The result of an analysis of the responses of a number of examinees representing a wide range of overall proficiency levels was the development of a typology of SOPI characteristics. The broad categories of the typology are speaker, topic, audience, and setting. Inter-item relationships and grammatical features of the test were also examined. An appendix outlines the typology of prompt characteristics. (MDM)

ED 371 623   FL 022 270

Pavlou, Pavlos Y.
The Semantic Adaptation of Turkish Loanwords in Cypriot-Greek.
PUB DATE- Sep 93
NOTE- 7p.; Paper presented at the International Conference on Greek Linguistics (1st, Reading, United Kingdom, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Descriptive Linguistics; Diachronic Linguistics; Dialects; Foreign Countries; *Greek; Language Usage; *Linguistic Borrowing; *Semantics; *Turkish; Uncommonly Taught Languages
IDENTIFIERS- *Cyprus; Synonyms

This paper examines the Turkish origins of a number of Cypriot-Greek words, explaining how some of these words have undergone a semantic shift. Words of Turkish origin can be divided into three classes: (1) culturally borrowed, those words that improve listening skills, and develop work-specific language skills. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 371 643   FL 800 781

Moody, James
Teaching the Pragmatics of Accounts-Payable Letters in Papua New Guinea.
PUB DATE- Mar 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on English for Professional Communication (2nd, Kowloon, Hong Kong, March 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Adult Education; *Business Communication; Course Descriptions; Curriculum Development; Foreign Countries; *Letters (Correspondence); *Literacy Education; Pragmatics; *Vocational English (Second Language)
IDENTIFIERS- *Papua New Guinea

The development of a course in English letter-writing for workers in the accounts-payable departments of Papua New Guinea businesses is described. The needs assessment involved extensive discussion with company staff and their supervisors, collection and analysis of letters recently produced by that staff, and development of a diagnostic test. It was decided that the course would focus on the purpose or function of the communication as interaction rather than the types of text. Students were encouraged to treat correspondence as a form of conversation, and to consider the reader's likely response to each sentence in the text, emphasizing their own role in promoting cooperation between writer and reader. Further, students were taught the use of politeness strategies, particularly indirect ones, to accomplish the text's objective. The texts of a number of letters are presented and analyzed for their pragmatic linguistic features. A brief bibliography and a classroom pragmatics exercise are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 371 644   FL 800 783

Literacy Works, Volume 5, Numbers 1-4.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Bilingual Education; Bilingualism; Classroom Techniques; Community Colleges; Correctional Education; Correctional Institutions; Cultural Awareness; Developed Nations; *Developing Nations; Distance Education; Educational Needs; Educational Strategies; Elementary Secondary Education; Family Role; Foreign Countries; *French; *Law Enforcement; Learning Motivation; *Literacy Education; *Native Language Instruction; Parent Attitudes; Postsecondary Education; Program Descriptions; Program Design; Student Attitudes; Violence; Womens Education
IDENTIFIERS- Canada; China; Fiji; *French Speaking; Ghana; Great Britain; India; Japan; Mexico; Mozambique; Nicaragua; Pakistan; Papua New Guinea; Tanzania

measure of the expected future income of borrowers. The paper found that undergraduates whose families had little ability to pay or who attended relatively expensive schools were more likely to receive aid than other students. Students from low-income families were more likely to receive Pell Grants, while undergraduates attending higher-cost, private four-year colleges, and proprietary schools were most likely to have Stafford Loans. The cumulative amount of debt incurred by students varied considerably, with seniors at private four-year colleges having the largest average amount. Few, however, had educational debt greater than $12,000. Based on what they could expect to earn after leaving school, few students were likely to be overburdened by debt. Three appendixes contain supplementary tables, graphs, and information on the distribution of Stafford Loans. (MDM)

ED 371 665   HE 027 506

Marchese, Theodore J., Ed.
American Association for Higher Education (AAHE) Bulletin, 1993-94.
PUB DATE- 94
NOTE- 197p.; Published 10 times a year, coinciding with academic year. For volume 45, see ED 360 898.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Administration; *College Faculty; *College Instruction; College Students; Educational Change; Educational Quality; Higher Education; Instructional Improvement; *Productivity; *Quality of Working Life; Total Quality Management
IDENTIFIERS- American Association for Higher Education; G I Bill; Internet

The 10 issues of this organizational bulletin for the 1993/94 school year present articles, panel discussions, interviews, and essays on issues concerning the advancement of higher education. Included are: an interview with Charles Handy on the 21st century academic workplace; an article titled "Certifying Teaching Excellence: An Alternative Paradigm to the Teaching Award" (Hoke L. Smith and Barbara E. Walvoord); a special issue on the quality of faculty worklife; an article titled "Enhancing the Productivity of Learning" (D. Bruce Johnstone) with six replies from leaders in higher education; a special issue dedicated to the American Association for Higher Education's annual conference on the 21st century academic workplace; an article titled "The Contract Alternative: An Experiment in Teaching and Assessment in Undergraduate Science" (Sheila Tobias); an article titled "Collaborative Faculty Writing" (Thomas B. Jones and Chet Meyers); a special issue on the Internet and higher education; an article titled "On Complaining About Students" (John Bennett and Elizabeth Dreyer); an article titled "Benchmarking for Efficiency in Learning" (Morris Keeton and Barbara Mayo-Wells); several articles on the total quality management movement's future in higher education; an article titled "Remembering the G.I. Bill: A 50th Anniversary Project" (Brent Breedin); and an issue offering a sampling of presentations from the 1994 national conference. (JB)

ED 371 666   HE 027 507

Neuschatz, Michael; Mulvey, Patrick
Initial Employment Report: 1992 Physics Degree Recipients. AIP

direction to, and discuss issues and problems emerging from the cluster evaluation; (2) share lessons learned with other projects; (3) learn about current and developing issues in science education; (4) share science education curriculum materials and instructional strategies; and (5) visit project sites. The paper shows details of the design, implementation, and evaluation phases of networking conferences and presents nine fundamental propositions that make these conferences a powerful tool for dissemination of information. Appendices provide a chart of the steps in the conference planning task and proposed time frames for completing the tasks. (Contains 10 references.) (JDD)

ED 371 683   HE 027 525

Readiness for College: A Postsecondary Feedback Report to Florida's Public High Schools and School Districts, 1992-93. State and District Summaries.
PUB DATE- Feb 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Freshmen; *College Preparation; Ethnic Groups; Higher Education; *High School Graduates; High Schools; Mathematics Achievement; *Outcomes of Education; Public Schools; Reading Achievement; *School Readiness; School Readiness Tests; Screening Tests; Sex Differences; Student Placement; Tables (Data); Writing Achievement
IDENTIFIERS- *Florida

This third annual report documents performance of Florida public high school graduates who became first-time-in-college students at public postsecondary institutions throughout the State within 1 year after graduation. The outcome report reflects the preparedness of Florida students for postsecondary education by documenting the number and percentage of students who performed adequately on an entry level placement test. The report includes state summaries by district, by postsecondary institution, and by ethnic origin and gender. It then presents reports on each of 75 school districts, indicating the number and percentage of students from that district who passed the placement test, by postsecondary institution, ethnic group, and gender. The report indicates that: (1) the overall performance of students on the placement test declined slightly from 1991-92 to 1992-93, from 60 percent being ready for college-level study to 58.4 percent being ready; (2) performance on the entry-level placement test remained lower in mathematics than in writing and reading; (3) performance of community college students dropped slightly, while performance of State university students improved slightly; (4) all ethnic groups except American Indians experienced a decline in overall performance; and (5) females performed better in writing than males, while males performed better in mathematics, reading, and overall. Appendices include texts of relevant sections of state laws and regulations. (JDD)

ED 371 684   HE 027 526

Leite, Pedro T.
College Students' Attitudes toward Computers.
PUB DATE- Jun 94
NOTE- 17p.

ED 371 703 HE 027 546

Lockett, Gretchen C.
Empowerment in HBCU's and PBCU's: Developing Microcosms of the Beloved Community through the Re-Definition of Social Institutions and the Learning and Application of Values.
PUB DATE- 24 Mar 94
NOTE- 16p.; Paper presented at the Annual Conference of the National Association for Equal Opportunity in Higher Education (19th, Washington, DC, March 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Colleges; *Black Community; Black Education; Black Power; *College Role; *Community Development; Community Influence; Economic Factors; Higher Education; Models; Outreach Programs; Social Change; Values; *Values Education
IDENTIFIERS- African Americans; *Empowerment

Historically black colleges and universities (HBCU's) and predominantly black colleges and universities (PBCU's) have an opportunity to empower their students and their institutions to develop "beloved communities" in which to exhibit innovations in human interactions and economic self-sufficiency. In this model, campuses would be used as research laboratories operating as "beloved communities" wherein microcosmic solutions to macrocosmic problems are developed. Steps in the empowerment of black universities and the nation include: (1) recognize that the throes of economic change are so drastic that social institutions have been decimated and are in need of redefinition and empowerment; (2) redefine social institutions using a credit model based on function and effect; (3) redefine the "American Dream" to prepare students for leadership roles in the work world they will face; (4) develop "work colleges" so that students work in college enterprises and graduate without debt; (5) empower churches in African American communities to be outreach centers for children; and (6) teach the values of inclusion, tolerance, excellence, persistence, decency, honor, and nonviolence. (JDD)

ED 371 704 HE 027 547

Trachtenberg, Stephen Joel
Speaking His Mind. Five Years of Commentaries on Higher Education.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ancient History; Business Responsibility; College Libraries; *College Role; *Educational Administration; *Educational Principles; Educational Trends; *Futures (of Society); Global Approach; *Higher Education; International Relations; Justice; Personal Narratives; Role of Education; Total Quality Management
IDENTIFIERS- Political Correctness; Trachtenberg (Stephen Joel)

This collection of speeches by Stephen Trachtenberg, President and Professor of Public Administration at the George Washington University in Washington, D.C., covers a wide variety of subjects important to higher education. Speeches include: "Reason and Heart Together" (remarks on the occasion of his inauguration as President of the George Washington University, April 16, 1989); "Libraries Are the Foundation on Which Universities Stand" (remarks at a meeting of the Virginia State in November 1990. Technology studies have been started at pilot project sites and the Texas Education Network is operating as an electronic transfer system. Phase 1, now completed, has set the stage for technology use in Texas education. Appendix A is an index to proposed actions, and Appendix B lists the current status of statewide technology initiatives. (SLD)

ED 371 723   IR 016 651

Seaman, Scott
Confidentiality of Patron Records in Electronic Library Circulation Systems.
PUB DATE- 22 Apr 94
NOTE- 12p.; Paper presented at the Regional Conference on the History and Philosophy of Science (18th, Boulder, CO, April 22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; *Confidentiality; Confidential Records; *Data; *Disclosure; Ethics; Freedom of Information; *Information Technology; Library Associations; Library Automation; *Library Circulation; Library Networks; Online Systems; Privacy; Recordkeeping; Records Management; Shared Library Resources; Student Records; Technological Advancement; *Users (Information)
IDENTIFIERS- American Library Association

Issues concerning the confidentiality of library-patron records in the age of electronics are explored. Confidentiality of patron records is a relatively new concept for libraries and was first introduced in the 1938 Code of Ethics of the American Library Association (ALA). Librarians have worked on a state-by-state basis to protect library records from public disclosure. The advent of sophisticated technology means that a common patron-record format is a necessary component in the development of multisystem library networks. Currently, the National Information Standards Organization, NISO, has drafted a standard format for patron records. Library clerical staff now have access to a great deal of personal information about individuals who come to check out books. Libraries compile and maintain records as a necessary part of doing business. Some of that data is sensitive. So far, libraries have been relatively successful in protecting circulation records from government agencies and private individuals, but they are beginning to find that it is all too easy to collect and share personal information in an automated system. (SLD)

ED 371 724   IR 016 652

Schwier, Richard A., Ed.; And Others
Educational Technology and Educational Reform in Saskatchewan.
PUB DATE- May 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Cooperation; *Distance Education; Economic Factors; *Educational Change; Educational Environment; Educational Media; Educational Objectives; *Educational Technology;

Deason, Melissa; And Others
Rural Public Libraries-A Resource for the Disabled. Special "Breaking New Ground" Technical Report. Plowshares No. 15.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Information; Checklists; Cost Effectiveness; *Disabilities; Information Dissemination; Library Circulation; Library Facilities; Library Networks; *Library Role; *Library Services; Library Surveys; Literature Reviews; *Rural Areas; Rural Population; Shared Library Resources; User Needs (Information); Users (Information)
IDENTIFIERS- Indiana; Iowa

The role that rural libraries could have in increasing the awareness level of disability issues in their communities and in expanding opportunities for the disabled was studied in a survey of 401 rural Indiana and Iowa libraries. A review of the literature associated with rural rehabilitation services suggests that the two crucial barriers to the delivery of such services are awareness of and access to disability-related information. A combined return rate of 49.1% indicated that many rural libraries serve a number of clients from farms and ranches and that they generally serve a small population, with relatively few books in circulation. Slightly over 87% were associated with a Library Network System that allows sharing of resources, a mechanism that can increase the information available without increasing costs. Just under 59% of these rural libraries were wheelchair accessible and only 25% reported plans to improve accessibility. Most offered little in the way of services or materials for the disabled. While rural libraries in Iowa and Indiana do not appear to be meeting the needs of the disabled at present, they do have the potential, primarily through resource sharing, to become places where the rural disabled can gain access to new information. An accessibility checklist is attached. (SLD)

ED 371 746 IR 055 066

Blazek, Daniel
Reclassifying Florida State Documents: Down to the Nitty Gritty.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; *Classification; College Libraries; Computer Software; Documentation; *Government Publications; Higher Education; Indexes; *Library Collections; Preservation; Programming; Recordkeeping; Records Management; *State Government
IDENTIFIERS- Call Numbers; dBase; Florida Atlantic University; Keywords; Labeling (Of Objects); *Reclassification; University of Miami FL

The University of Miami recently reclassified their "State of

Hispanic American authors. It is not meant to represent all titles or all formats which relate to the literature by authors of Hispanic American heritage writing in the United States. Presence of a title in the bibliography does not imply a recommendation by the Iowa Department of Education. The non-fiction materials are in the order they might appear in a library based on the Dewey Decimal Classification systems; the fiction follows. Each entry gives author if pertinent, title, publisher if known, and annotation. Other information includes designations for fiction or easy books; interest level; whether the book is in print; and designation of heritage of author. (JLB)

ED 371 766   IR 055 100

Fridie, Stephanie, Comp.
Information Seeking Behavior and User Education in Academic Libraries: Research, Theory, and Practice. A Selected List of Information Sources.
PUB DATE- May 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; Access to Information; Higher Education; Information Literacy; Information Needs; *Information Retrieval; *Information Seeking; *Library Instruction; Library Role; Library Skills; Man Machine Systems; Search Strategies; User Needs (Information); Users (Information)
IDENTIFIERS- Maryland

This document lists sources useful for academic reference and instruction librarians who are concerned with assisting and teaching novice or non-professional end-user searchers. The bibliography is organized in two lists: complete bibliographic citations and subject listing of references. The types of sources listed include journal articles, books, conference proceedings, doctoral dissertations, and ERIC documents. The subject listing of references is organized into four parts. Part I, "Information Seeking Behavior," covers information needs; the research process; the search process; and retrieval performance. Part II, "Psychological Aspects of Information Seeking Behavior," includes psychological theories and research methods; affective factors and anxiety; cognitive factors; user needs and user studies; user-intermediary interaction; human-computer interaction; and individual differences and searching styles. Part III, "Characteristics of Searchers," covers academic background and knowledge of subject; searching experience; level of education of searchers; and other characteristics. Finally, Part IV, "User Education for Information Seeking and Retrieving," includes implications of information technology for user education and reference service; the role of academic librarians; information literacy; critical thinking; learning theories and learning styles; cognitive models and mental models; and instructional objectives, teaching methods, and user education program descriptions. (JLB)

ED 371 767   IR 055 101

Urban Libraries Council Frequent Fast Facts Survey: Staffing Survey Results.
PUB DATE- Jun 93
NOTE- 352p.; For a related document, see ED 368 395.
LANGUAGE- English

institutional effectiveness assessments developed by the South Carolina Commission on Higher Education, indicating that assessment is required with respect to general education; student knowledge of their disciplines or majors; performance of graduates on licensing and certification exams; program changes due to external program evaluations; alumni follow-up studies; remedial programs; achievement of transfer students; undergraduate retention and attrition; minority student and faculty access and equity; academic performance of student athletes; library usage; administrative and financial performance; facilities usage; public service; and research. Appendixes to this section include an assessment schedule from 1988-1992, goals for quality assessment, and the state legislation authorizing the assessment programs. (KP)

ED 371 785 JC 940 378

The Illinois Articulation Initiative: The Transferable General Education Core Curriculum.
PUB DATE- 12 Jul 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Community Colleges; *Core Curriculum; *Curriculum Development; Degree Requirements; *General Education; Higher Education; *Statewide Planning; *Transfer Policy; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois

The Illinois Board of Higher Education has endorsed a four-step plan to accelerate implementation of its policies on transfer and articulation. The plan involved calling for all community colleges to adopt the Illinois Community College Board's (ICCB's) Model Associate in Arts (AA) and Associate in Science (AS) Degree Requirements; developing a model general education program; developing transferable lower-division course sequences; and strengthening state-level processes for monitoring and reviewing transfer and articulation efforts. In order to implement the General Education Core Curriculum (GECC) statewide, the Articulation Initiative Steering Panel recommends that the Board of Higher Education adopt several modifications to existing policies, including the following: (1) substitute the new Illinois GECC for the ICCB's model degree requirements when incorporated into AA or AS degrees so that students who satisfactorily complete an associate degree that incorporates the GECC will be granted credit after transfer for completing the lower-division general education program; (2) extend the benefits of completion of the total transferable GECC to students transferring from any public or private college or university in Illinois to any other public or private institution in the state; (3) assure that receiving institutions accept and apply transfer credits toward fulfillment of graduation requirements. The Articulation Initiative Steering Panel recommends full implementation of the GECC by summer 1998. Included are the "Board of Higher Education Policies on Undergraduate Education" focusing on transfer and articulation; recommended modifications to the policy; an outline of the GECC, listing objectives and course requirements in communication, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. (KP) units constituting the divisions; the academic and non-academic functions of each unit; and their divisional locations prior to reorganization. (KP)

ED 371 802 JC 940 404

Comparative Financial Statistics for Pennsylvania Community Colleges. Maury Overholt Report. Thirteenth Annual Report.
PUB DATE- 94
NOTE- 107p.; Most of the document is printed on colored paper. For the 1993 report, see ED 354 970.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Community Colleges; *Educational Finance; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- Pennsylvania

Compiled to assist Pennsylvania community colleges in analyzing their financial performance in relation to their peers, this report contains financial and historical data for the 14 colleges in the state for fiscal year (FY) 1992-93 and projections for FY 1993-94 and 1994-95. Section I examines reimbursement requests for 1992-93 in terms of enrollments, operating reimbursements for operating and stipend expenses, and capital reimbursements for capital, rentals, and debt service. Section II provides 1993-94 rebudget request data for such items as enrollments, operating net reimbursable costs, state reimbursements, and capital deferred and non-deferred items, while section III presents 1994-95 budget requests for these same categories. Section IV presents historical systemwide data for FY 1984-85 to 1994-95, including full-time equivalent enrollments, state reimbursement of operating and capital costs, comparisons of net and gross costs, and capital reimbursement requested versus capital reimbursed. Section V provides similar data by individual college and also includes stipend enrollments by category for FY 1984-85 to 1994-95 and state reimbursement for operating with stipend reimbursement as a percentage of the total for FY 1984-85 to 1994-95. Section VI presents data on operating expenditures by source and by category, book value and replacement values by college, fund balances, scholarship expenditures and interest for FY 1992-93. The final section presents data on community college capital projects financed through state public school building authority or local authority or bank. (KP)

ED 371 803 JC 940 405

Brown, Valerie; Jelfo, Donald T.
Faculty as Researcher Initiative.
PUB DATE- 25 May 94
NOTE- 47p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

Sheffer, Susannah, Ed.
Growing Without Schooling, December 1992 - October 1993.
PUB DATE- 93
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Elementary Secondary Education; Foreign Countries; *Home Schooling; Instructional Material Evaluation; *Instructional Materials; *Learning Activities; Newsletters; Organizations (Groups); *Parent Attitudes; Parent Rights; *Parents as Teachers; Parent Student Relationship; Resource Materials; Student Adjustment; Student Evaluation; *Students
IDENTIFIERS- Home Curriculum

This document consists of six issues of a bimonthly newsletter that focuses on home schooling, providing parents in the United States and other nations with ideas, activities, research, and resources to teach their children at home. Each issue contains short news items and reports on home schooling, letters from parents, letters on the challenges and concerns of home schooling, book and resource reviews, and a resource and information list. In addition, issue 90 contains a directory of families practicing home schooling and a list of home schooling organizations. Feature reports and letters from parents address such issues as: (1) homeschoolers of color; (2) the transition from homeschooling to college; (3) homeschooling an only child; (4) the transition from school to homeschool; (5) homeschooling for low-income families; (6) homeschooling group activities; (7) an interview with a school superintendent who supports homeschooling; (8) evaluation of homeschool students; and (9) communication with school officials. (MDM)

ED 371 820   PS 022 225

Turco, Angela
Reducing the Retention Rate among Kindergarten, First, and Second Grade Students.
PUB DATE- Mar 93
NOTE- 152p.; Ed.D. Major Applied Research Project Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Cooperative Learning; *Elementary School Students; *Grade 1; *Grade 2; *Grade Repetition; *Intervention; *Kindergarten; Primary Education; Staff Development; Whole Language Approach
IDENTIFIERS- Developmentally Appropriate Programs; Writing to Read Program

An intervention project sought to lower the grade retention rates of kindergarten, first-, and second-grade students in one New Jersey school district. During three school years, 1987-1990, the retention rate was 7 percent of the total population of these grades. An exploration of causes identified several possible factors, including: (1) lack of preschool experience; (2) developmental immaturity; (3) increased academic expectations; (4) absence of full- or extended-day kindergarten; (5) developmentally inappropriate teaching techniques; (6) classroom management; and (7) organizational factors. Social and environmental variables cited were: (1) behavioral problems; (2) lack of effort and motivation; (3) family transience; (4) low socio-economic background; (5) poor attendance; (6) limited experiential background; and (7)

(141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Early Childhood Education; Family Environment; Foreign Countries; *Kindergarten; Kindergarten Children; *Literacy; Parent Education; *Parent Participation; Parents; *Parents as Teachers; Parent Student Relationship; *Parent Teacher Cooperation; Preschool Teachers; *Teacher Role; Teacher Student Relationship

IDENTIFIERS- Australia (New South Wales); *Emergent Literacy

This study documented a kindergarten teacher's efforts to actively involve parents as partners in the literacy education of their children. In addition to the teacher, subjects of the study were her 26 pupils and their parents, all residents of rural New South Wales. Data were collected through anecdotal records, field observations, interviews, and video-audio tapes. The parent participation program included parent-teacher meetings, home visits, excursions, parent education materials and videos, parent classroom volunteers, and parent participation in a staff development day. The study revealed that the development of a partnership between the teacher and parents had multiple benefits for both parties. The parents provided the teacher with direct feedback regarding successful or unsuccessful classroom teaching strategies, thus assisting with program evaluation and planning. The parents also provided insights into their children's capabilities, which altered the teacher's expectations of the children. The study also found that by encouraging parents to report observations of their children's literacy learning, the parents became more discriminating observers and more interested in their children's learning. (MDM)

ED 371 840 PS 022 415

Elkind, David

A Sympathetic Understanding of the Child: Birth to Sixteen. Third Edition.

PUB DATE- 94

NOTE- 250p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)

DESCRIPTORS- Age Differences; *Child Behavior; *Child Development; *Developmental Stages; Early Childhood Education; Elementary Secondary Education; *Individual Development; *Intellectual Development; *Social Development

Employing a child-centered approach to the growth and development of children from birth to age 16, this book describes in detail the personal, social, and intellectual development of children as they progress from infancy through adolescence. It contains anecdotes and examples that capture the unique qualities of each age and stage of child development. The book notes that as a result of changes in the family and in society, growing up today is much different than in the past, and places the constants of development within the context of this changing social envelope. The first section of the book, "The Infant and the Young Child," contains five chapters on the personal and social development of the infant, mental development in the infant, personal and social development in the young child, mental development in the young child, and age profiles. The second section, "The Child," contains three chapters on personal and social development, mental development, and age

NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Books (010)
DESCRIPTORS- Academic Achievement; *Adolescents; Advertising; Child Rearing; *Children; Drinking; Eating Disorders; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Obesity; Pornography; Rock Music; Sex Stereotypes; Sexuality; Smoking; Video Games; Violence
IDENTIFIERS- Music Videos

In the 1990s, the media represent the single most easily modifiable influence on children and adolescents. This series of articles offers medically oriented practitioners a review of current research on the influence of the media on children and adolescents. The 13 articles are: (1) "Children, Adolescents, and the Media: Five Crucial Issues" (Victor C. Strasburger); (2) "Media Violence: Q & A" (George Comstock and Victor C. Strasburger); (3) "Mass Media, Sex, and Sexuality" (Jane D. Brown and others); (4) "Effects of Media Alcohol Messages on Adolescent Audiences" (Charles K. Atkin); (5) "Television, Obesity, and Eating Disorders" (William H. Dietz); (6) "Sex Roles and Stereotyping on Television" (Nancy Signorielli); (7) "Pornography's Impact on Male Adolescents" (Neil M. Malamuth); (8) "Rock Music and Music Videos" (Robert L. Hendren and Victor C. Strasburger); (9) "Video Games" (Jeanne B. Funk); (10) "Adolescents, Parenting, and the Media in the Twenty-First Century" (David Elkind); (11) "Television and School Performance" (Michael Morgan); (12) "Alcohol and Cigarette Advertising: A Legal Primer" (Steven H. Shiffrin); and (13) "Killing Us Softly: Gender Roles in Advertising" (Jean Kilbourne). Each article includes references. (TJQ)

ED 371 861 PS 022 460

Human Services Amendments of 1994. Report Together with Minority and Additional Views. To Accompany H.R. 4250. House of Representatives, 103rd Congress, 2d Session.
PUB DATE- 26 Apr 94
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; *Community Programs; Early Childhood Education; *Family Programs; *Federal Legislation; Financial Support; *Preschool Education; Program Descriptions; Program Evaluation
IDENTIFIERS- *Amendments; Community Services Block Grant Act; Congress 103rd; Family Resource and Support Programs; Low Income Home Energy Assistance Act 1981; Project Head Start

This report presents amendments to H.R. 4250, a bill to authorize appropriations for fiscal years 1995 through 1998 to carry out the Head Start Act, the Community Services Block Grant Act, the Low-Income Home Energy Assistance Act, and the newly enacted Family Resource and Support Act. The text of the amendments themselves, as well as the complete text of the existing laws as currently amended, are included. Amendments to the Head Start Act address: (1) appropriations; (2) program expansion; (3) parent participation; (4) outcomes measures; (5) quality improvement; (6) Indian Head Start programs; and (7) staff training. Amendments to the Community Services Block Grant Act address appropriations, accountability, discretionary programs, the National Youth Sports Program, and the Community Food and Nutrition Program. Amendments to the Low-Income Home Energy Assistance Act deal with appropriations, contingency funding, This volume of policies related to children with Acquired Immune Deficiency Syndrome (AIDS) or Human Immunodeficiency Virus (HIV) describes appropriate ways to guarantee students' rights while maintaining public health, and answers questions for parents, educators, and caregivers. Section 1 presents policy guidelines for infants, toddlers, and preschoolers with HIV infection or AIDS in early childhood settings. Guidelines cover the appropriateness of early childhood setting attendance, enrollment in a specific setting, restrictions, continued attendance, sharing medical information with child care providers, confidentiality, medical records, infection control, HIV screening, and consultation availability. Section 2 contains updated medical policy guidelines for children and adolescents with HIV infection or AIDS in school settings. This section includes facts about the transmission of HIV, guidelines for disclosure, and an overview of statutes governing disclosure. Medical guidelines regarding students who bleed uncontrollably in school and universal precautions for school settings are included. Section IV presents the Massachusetts Board of Education Policy on AIDS/HIV Prevention Education, which offers recommendations to local school districts on policies and educational programs to reduce the risk of HIV infection among students and staff. New guidelines for handling medical wastes in a school setting are included in section 4. A public health fact sheet on HIV/AIDs is attached. (AC)

ED 371 882 PS 022 508

James, Darlene K.
Meeting the Social Needs of Sixth Grade Students Moving into a Junior High or Middle School through an Integrated Activities Program.
PUB DATE- 94
NOTE- 79p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Attitudes; Elementary School Students; *Extracurricular Activities; *Grade 6; Intermediate Grades; Junior High Schools; Middle Schools; Program Descriptions; Program Effectiveness; School Attitudes; Self Esteem; *Social Development; Socialization; Student Attitudes; *Student School Relationship; *Transitional Programs

This practicum was designed to develop a transition program and social activities for sixth-graders to help ease the passage from elementary school and increase their sense of belonging in a sixth- through eighth-grade junior high school. The students were surveyed concerning their degree of self-esteem, connection to school, perception of opportunities for social interaction with their peers, and perception of opportunities to develop excellence. Parents and teachers were surveyed concerning program development and implementation. Various social activities were developed or opened up to sixth-grade participation, including school spirit days, activity days, inter-scholastic cross-country, band, intramural athletics, art club, and yearbook committee. The results of the intervention were mixed, with student and teacher attitudes remaining largely the same before and after program implementation. The physical and educational isolation of the sixth-grade students and teachers in the school building, as well as friction between teachers and the school administration, were seen as contributing factors to low levels of school spirit and morale

Cardona, Carlos Castillo; And Others
Home-Based Community Day Care and Children's Rights: The Colombian Case. Innocenti Occasional Papers. Child Rights Series, Number 3.
PUB DATE- May 93
NOTE- 54p.; English version of paper originally published in Spanish by the UNICEF International Child Development Centre. Translated by Sharon de Navarro.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childrens Rights; Community Programs; Early Childhood Education; *Family Day Care; Foreign Countries; *Government Role; *Mothers; Poverty Programs; Program Costs; Program Descriptions; *Program Effectiveness; *Training
IDENTIFIERS- *Colombia; Declaration of the Rights of the Child

This paper describes the Programme for Home-Based Community Day Care, a training program undertaken by the Colombian Family Welfare Institute. The program offers training and support to mothers so that they can each care in their homes for up to 15 children from the local community. Now in its sixth year, the project reaches nearly 1 million children, or about 83 percent of all children living in poverty in Colombia. The paper describes the program in detail, examining the means used to tie communities into the initiative, the role of government and nongovernment organizations, and the activities of mothers, assistants, parent associations, and public officials. It also reviews studies that document the program's positive effect on the health, nutrition, and psychological and emotional well-being of the children involved, noting that: (1) the supervision provided through the community day care homes allows women to dedicate more time to jobs that augment the incomes of their families; and (2) the educational element of the program helps to enrich the relationships between adults and children and generate a social and cultural environment more favorable to children. The program's compliance with the United Nations Convention on the Rights of the Child is also discussed. An appendix outlines program costs. (MDM)

ED 371 903   PS 022 539

Dall, Frank
Education and the United Nations Convention on the Rights of the Child: The Challenge of Implementation. Innocenti Occasional Papers, Child Rights Series, Number 4.
PUB DATE- Nov 93
NOTE- 57p.; This paper is part of the background documentation for a forthcoming study on the resource implications of implementing the United Nations Convention on the Rights of the Child (Article 4).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; Childrens Rights; Developing Nations; *Educational Change; *Educational Discrimination; Educational Innovation; Educational Strategies; *Equal Education; Foreign Countries; Government Role; *Literacy; Literacy Education; Primary Education; Program Costs; Program Descriptions; *Program Development; Sex Differences; *World Problems
IDENTIFIERS- Africa; Declaration of the Rights of the Child; *United Nations Convention on Rights of the Child

This paper examines ways to educate the 160 million children

DESCRIPTORS- *Costs; Educational Change; *Educational Finance; Efficiency; Elementary Secondary Education; *School District Reorganization; School Districts; *School District Size; School District Wealth; *State Aid
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; Small School Districts

This paper was commissioned at the request of Kentucky's governor, who wished to ascertain whether state educational costs could be reduced by consolidating small school districts. The issue arises in the context of Kentucky's ongoing efforts to implement the Kentucky Education Reform Act of 1990 in the face of increasing state fiscal constraints. Comparison of Kentucky's school district organization with that of other states shows that Kentucky operates substantially fewer districts than average, operates a simple and optimal system of unified K-12 districts, and maintains average district sizes larger than two-thirds of states. Approximately two-thirds of Kentucky school districts match or exceed a general standard of "adequate" size. Analysis of the relationship between district size and state educational costs finds that the state could not save educational costs by consolidating small school districts. Major determinants of state educational costs include basic state per-pupil assistance to elementary and secondary schools and required local contributions to school finance, both of which are a direct function of school district property wealth. As a result, variation in state educational costs across Kentucky school districts is primarily related to district property wealth, not district size. Additionally, costs alone do not represent the full range of important considerations associated with school district consolidation. Other factors include student achievement, community identity, and district operations. Strategies to enhance local efficiency are discussed. Contains 11 tables, including rankings, number of school districts; national rankings, school enrollments; national rankings, average district size; school district sizes, property wealth, and state educational cost factors compared, 1992-93. Contains 27 references. (SV)

ED 371 922   RC 019 676

Distance Learning Technologies Link Adults to Educational Programming, Opportunities.
PUB DATE- Jun 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Adult Education; *Continuing Education; *Distance Education; *Educational Opportunities; Educational Resources; Educational Technology; Elementary Secondary Education; Higher Education; *Rural Areas; Rural Education; *Telecommunications

Telecommunications technologies can provide residents of rural communities with an array of educational opportunities unavailable in the past. This digest describes six programs that illustrate the range of providers, programs, and technologies that can be used to better meet the educational needs of adult learners in rural areas. The program sites are the University of Kentucky, Washington State University, Kirkwood Community College, Big Sky Telegraph at Western Montana State University, the Vermont Institute for Self-Reliance, and the Brisbane School of Distance Education. The scope of the programs ranges from associate's, bachelor's, development of curricula and teaching materials, research and experimentation to develop awareness among educational planners and decision-makers, EE information. The third section presents summaries of presentations of 10 participating organizations: (1) United Nations Environment Programme; (2) Food and Agricultural Organization; (3) International Labour Office; (4) United Nations Industrial Development Organization; (5) World Health Organization; (6) World Meteorological Organization; (7) World Bank; (United nations Development Programme; (8) Commission of the European Communities; (9) International Council of Scientific Unions; and (10) International Union for the Conservation of Nature and Natural Resources. Appendices contain a copy of the agenda, the welcoming address from Colin N. Power, Assistant Director-General of UNESCO's Education Sector, and a list of participants. (MDH)

ED 371 941 SE 054 542

Friesem, Judy; Lynn, Valerie, Lynn, Ed.
Padilla Bay: The Estuary Guide. Level 2.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- 89
NOTE- 110p.; For the Level 1 guide for primary teachers, see ED 370 803; for the Level 3 guide for high schools, see ED 361 198.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Animals; Class Activities; *Ecology; Environmental Education; *Estuaries; Experiential Learning; Field Trips; Integrated Activities; Intermediate Grades; Junior High Schools; Learning Activities; *Marine Biology; Middle Schools; Outdoor Activities; Plants (Botany); Simulation; Water Quality; *Water Resources; Wetlands
IDENTIFIERS- Environmental Problems; Environmental Protection; *Padilla Bay; Washington

Estuaries are marine systems that serve as nurseries for animals, links in the migratory pathways, and habitat for a complex community of organisms. This curriculum guide intended for use at the middle school level is designed for use with the on-site program developed by the Padilla Bay National Esturine Research Reserve (Washington). The guide is divided into three main sections: (1) pre-trip information, activities, and resources; (2) on-site program materials; and (3) post-trip ideas that integrate the trip with language arts, social studies, mathematics, science, physical education, creative thinking, art, music, and health. All three sections are considered essential for the success of the program. Other sections in the guide contain information about the plant, human, and animal life related to estuaries and a form to evaluate the effectiveness of the program. (MDH)

ED 371 942 SE 054 566

Meehan, Donald B.; Berta, Susan
Developing a Volunteer Program for Public Environmental Education.
PUB DATE- Oct 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 371 962 SE 054 669

Planning and Conducting a Workshop on Career Access: Science and Engineering for Students with Disabilities. Planning Guide. Model Undergraduate Project for the Disabled: A Study of Issues Involved in Underrepresentation.

SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.

PUB DATE- 31 Jan 94

NOTE- 44p.; For conference proceedings, see SE 054 668.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Students; *Disabilities; *Engineering Education; *Equal Education; *Equal Opportunities (Jobs); Higher Education; High Schools; High School Students; *Science Careers; Science Education; Science Instruction; Workshops

Many are concerned that America will not have a sufficient supply of scientists and engineers in the workforce for the 21st century. Five regional workshops were held to provide a forum for all those concerned with issues involved in the underrepresentation in science and engineering of students with disabilities. This document is one of two documents that was distributed through the participating national organizations. It is a "how-to" manual based upon the project's prototype model. The guide explains the format, procedures, and rationale for the model workshop. The guide includes a listing of key points to be made in panel presentations, identifies resources, and identifies prospective participants and discusses how to recruit them. Seven appendices include a workshop evaluation form, a list of materials and organizations, and a workshop planning checklist. (ZWH)

ED 371 963 SO 022 849

Buchmann, Margret

The Practicality of Contemplative Attention: Devoted Thought That Is Not Deluded. Occasional Paper No. 141.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jun 92

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *Professional Development; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Improvement; Teacher Influence; *Thinking Skills

IDENTIFIERS- *Contemplation; Reflective Practice; Reflective Teaching; *Reflective Thinking

By exploring the question of whether teaching begins and ends in contemplative thought, this essay suggests that conceptions of teacher thinking must be expanded beyond planning and decision making. People's ordinary conception of thinking includes imagining, remembering, interpreting, and caring. In order to understand the full scope and meaning of teachers' thoughts, researchers and teacher educators need to broaden and diversify their ideas of thinking. Contemplation is a process of thinking that although remote from action and utility, directs and supports the comprehensive practical life. Describing

humans are part of a complex web of world institutions, whether as consumers, workers, or investors; and (2) humanity is increasingly threatened by problems that cannot be solved at the national level. The perspective and method of critical thinking offers important help, first and foremost, because the process systematically encourages a student to be extremely careful about his or her world view and background beliefs. Critical thinking forces values to the surface of consciousness and makes students think about the way they are thinking. Not teaching the mere tolerance of other cultures, but teaching a far more humble and modest view of the country's place in the world, and encouraging the notion of authentic and equal partnership in a global community is urged. (DK)

ED 371 981   SO 023 850

The Power of Maps. Resource Guide for Teachers.
PUB DATE- 6 Oct 92
NOTE- 8p.; Poor reproduction quality.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; Elementary Secondary Education; *Geography; *Instructional Materials; *Learning Activities; Locational Skills (Social Studies); *Maps; *Map Skills; Perspective Taking; *Resource Units; Social Studies; Topography

"The Power of Maps" is an exhibition held at the Smithsonian Institution, October 6, 1992 to March 7, 1993, that presented more than 300 maps dating from 1500 B.C. to today. This exhibition handbook has been organized to help teachers integrate the study of maps with their school curricula. The 17 suggested activities related directly to exhibition objects and themes, but can be used more generally to involve students with maps through direct experience and are an effective means of introducing students to mapping concepts. The activities begin with exploring the students' physical relationships with their classroom, school, and playground. The skills learned in mapping the near and familiar can then be expanded through the various activities to larger environments such as city, region, country, world, and universe. Lists provide information on 13 organizations and businesses for access to maps and geographic education materials, 10 organizations for acquiring New York City Maps, and 4 offices for obtaining large sectional street maps printed in six- to eight-block radii. (Author/CK)

ED 371 982   SO 023 896

Tedesco, J. C.
Education, Culture, and Development: Co-ordinated Policies and Strategies. The Situation in Latin America and the Caribbean.
PUB DATE- 92
NOTE- 14p.; Paper presented at the United Nations Educational, Scientific, and Cultural Organization International Conference on Education (43rd Session, Geneva, Switzerland, September 14-19, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Culture; *Economic Development; Elementary Secondary Education; Foreign Countries; Higher Education; *Role of Education
IDENTIFIERS- *Caribbean; *Latin America

1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Citizenship Education; *Civics; Classroom Research; *Grade 12; High Schools; *High School Seniors; Knowledge Level; Political Attitudes; Social Studies; *Student Attitudes; *Student Characteristics; Student Experience
IDENTIFIERS- National Assessment of Educational Progress

This document reports the results of a study of the extent to which civics education and other factors contribute to student political knowledge. In particular, the research focused on how much the civics curriculum, student background, demographics, home environment, and individual student achievement affect 12th graders' awareness of government and politics. Prior studies differ on the contribution of civics education to political awareness. Such diverse findings may be attributable to the different studies' focus on different dependent variables. Even those findings that identify a connection between political education and political knowledge differ regarding the extent of that connection. In recent years, there has been relatively little work comparing course subject matter to civics knowledge and little range in the kinds of political knowledge about which students have been tested. It is important to make a distinction between exposure to political subjects and the selection of subjects that students remember. To be politically knowledgeable, students must be exposed to information and value that selection of information. Exposure is more a matter of structural factors in the curricular and home environment, while selection is an individual and motivational matter. Analysis of National Assessment for Educational Progress (NAEP) data suggests that the school and the civics curriculum are in fact influential in terms of the political awareness and attitudes of U.S. 12th graders. The document contains 50 references and 8 tables. (SG)

ED 372 002 SO 024 052

Angell, Ann V.
The Rights of Children in Japan: A Teaching Unit for the Upper Elementary Grades (4-6).
PUB DATE- Nov 90
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 16-19, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Rights; Civil Liberties; Civil Rights; *Cross Cultural Studies; Foreign Countries; *Intermediate Grades; Junior High Schools; Learning Activities; Mass Media Use; News Media; Story Telling; Teaching Guides; Units of Study
IDENTIFIERS- *Japan; United Nations Convention On Rights Of The Child

Designed for grades 4-6, this teaching unit explores children's rights from a comparative perspective by focusing on the rights of Japanese children as revealed in a collection of stories written by Japanese junior high school students. The unit outlines a series of lessons that explore the nature of children's rights and inquire about the extent that young people in Japan enjoy those rights. The unit contains a set of

Germany and Europe Since World War II: Resources for Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; Economics; *European History; Foreign Countries; Government Role; Group Unity; High Schools; History Instruction; *Instructional Materials; Nazism; Social Change; Social Studies; Teaching Guides; World War II
IDENTIFIERS- *East Germany; German History; *West Germany

Designed as a resource for teachers to help high school students understand the new Germany, six background papers and nine lessons provide information on the difficult transition from the Third Reich to defeat and military occupation, on the establishment of two successor states, and on revolution and reunification. The six background papers cover aspects of the history, government, economy, and society of Germany since World War II: (1) "From Third Reich to No Reich: Germany after 1945" (James F. Harris); (2) "The Re-Birth of Democracy in Germany" (Rebecca Boehling); (3) "Germany's Role in the European and World Economies" (Robert Mark); (4) "German Culture in a Modern World" (Peter Jelavich); (5) "From Revolution to Unification: Creating a New Germany" (Konrad H. Jarausch); and (6) "Europe in U.S. Social Studies Textbooks: A Case Study on Germany in the Textbooks" (Dagmar Kraemer; Manfred Stassen). The nine lessons for use with secondary students of social studies draw from the contents of the background papers, and each lesson includes a plan for teachers and materials to be copied and distributed to students. Following the lessons, a timeline offers an annotated chronology of events in postwar Germany and the European Community. The next sections list 47 annotations of papers found in the ERIC database on Germany and Europe since World War II and 80 annotations from journals in the ERIC database on the topic. A selected bibliography of 44 books that pertain to the history of Europe and Germany during the 20th century precede 35 curriculum materials on Germany and Europe since World War II. An extensive directory of resources and useful addresses concludes the reference guide. (CK)

ED 372 023 SO 024 314

Hofer, Manfred; And Others
Families with Adolescents Facing Social Change after the Unification of Germany.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Economic Factors; Family Financial Resources; *Family Influence; Family Relationship; Foreign Countries; *Group Unity; Political Influences; Social Attitudes; Social Bias; *Social Change; *Social Influences
IDENTIFIERS- *East Germany; Germany; *West Germany

Directed toward the question of how parents and 15-year-old connect course concepts to past or present experiences. The Bloom Taxonomy of Educational Objectives encourages writing journal entries to reflect examples of knowledge, comprehension, application, analysis, synthesis, and evaluation. The covert curriculum, those routine skill-related activities, behaviors, and attitudes transacted inside and outside of classrooms, links the present to the future by recognizing that study skills are career skills. The Kolb Learning Style Inventory represents students' preferred mode of learning. In Kolb's Experimental Learning Model (Kolb, 1984), learning proceeds in four cycles, from concrete experience to reflective observation to abstract conceptualization to active experimentation. Included are guidelines for journal writing, articles by Paul Hettich, "Journal Writing: Old Fare or Nouvelle Cuisine?" and "Study Skills Are for Career and College," and categories in the cognitive domain of the Bloom Taxonomy. (References are included.) (LL)

ED 372 040   SP 035 326

Page, Fred M.; And Others
Redefining Student Teaching Supervision Responsibilities.
PUB DATE- Apr 94
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Cooperating Teachers; Elementary Secondary Education; Higher Education; Models; *Nontraditional Education; Student Teacher Attitudes; Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Teacher Education Programs; *Traditionalism
IDENTIFIERS- *Preservice Teachers

For many preservice teachers, student teaching is the culminating and paramount experience in their preparation to The purpose of this study was twofold: first, to determine the effectiveness of an alternative student teaching supervision model by on-site supervision by the supervising teacher (the university supervisor does not visit the setting); second, student teachers in the site-based model are compared with those working within a traditional framework--student teachers assigned to a supervising teacher and having periodic visits by a university supervisor. Two survey instruments were constructed to analyze student teacher performance. Stages of development incorporated significant input from student teachers, supervising teachers, and university supervisors. Results from both groups supported the site-based design as a supervision option. It is cost efficient, empowers the supervising teacher, and serves as a stress reducer for the student teacher. Its existence, however, is perceived as an alternative, not a sole approach to student teacher supervision. Copies of the survey instruments, statistical tables, a student teacher reaction form, and a student teacher evaluation form are appended. (Author/LL)

ED 372 041   SP 035 327

Reynolds, Richard J.; And Others
The Need for Knowledge about Teacher Educators.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Field Experience Programs; Higher Education; Human Services; *Practicums; Psychology; *Self Evaluation (Individuals); *Student Attitudes; *Student Experience; *Student Reaction; Undergraduate Students
IDENTIFIERS- *Adjective Generation Technique; Positive Affect

Field experience courses permit undergraduate students to earn academic credit for work off-campus. These practicum opportunities have been rated positively by participants and alumni of psychology programs. Reactions to field experience are typically assessed following the practicum or in follow-up surveys of alumni. This study reports on an assessment of undergraduate psychology students (N=45) who participated in a variety of human service settings during their field experiences. Each subject was required to complete the Adjective Generation Technique (AGT), a longitudinal assessment of self-description, during the field placement. The AGT permits daily evaluation of a person's changes in favorability of self-concept and anxiety level. Results showed fluctuations in anxiety and favorability ratings among participants which were related to events at work. Positive events during field experiences were grouped into three categories: (1) quality of interactions with clients; (2) student participation in caregiving activities; and (3) feeling part of the team. Two dominant areas promoted increased anxiety in students: unexpected behavior from clients; and worry about making errors/mistakes. (Contains 18 references.) (Author/LL)

ED 372 060   SP 035 349

Tomlinson, Carol A.; And Others
Preservice Teachers' Perceptions of and Responses to the Differential Needs of Gifted Students in their Classrooms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Beginning Teachers; Elementary School Students; Elementary Secondary Education; Higher Education; *Identification (Psychology); *Individualized Instruction; Preservice Teacher Education; Prior Learning; Secondary School Students; Student Teachers; *Teacher Attitudes; Teacher Education Programs; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Diversity (Student); *Preservice Teachers

Novice teachers face formidable tasks of planning and management as they enter the classroom for the first time as professionals. They also bring with them mental imprints of what teaching and learning are like, images gained not from their professional preparation programs, but from their years as students. This qualitative study is part of a larger investigation, and was conducted to examine how student teachers (N=10) address the needs of diverse learners, among whom are the gifted, in their classrooms. Several modes of data gathering were utilized including: a modified version of the Classroom Practices Record, observational field notes, and semi-structured interviews with student teachers. The most common themes reflected across cases which affected interactions with

Japanese speakers of the age group surveyed differentiated expressions between close friends and acquaintances, something that Fukushima claimed was not done in English. The native English speakers often used directives or direct questions when offering or making requests. Other findings are discussed and elaborated on. An appendix provides a copy of the offer and request scenarios. (MDM)

ED 371 602 FL 022 236

Choonoo, John
Bilingual Readiness for Achieving through Valued Opportunities (Project BRAVO) Final Evaluation Report, 1992-93. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education; *Bilingual Education Programs; Curriculum Development; High Schools; Instructional Materials; Program Descriptions; *Program Effectiveness; *Program Evaluation; Second Language Instruction; Staff Development; *Transitional Programs
IDENTIFIERS- New York City Board of Education

This report presents an evaluation of the Bilingual Readiness for Achieving through Valued Opportunities (Project BRAVO), an Elementary and Secondary Education Act Title VII-funded project in its first year of operation at Boys and Girls High School in Brooklyn (New York) and Louis D. Brandeis High School in Manhattan (New York). Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content area subjects of mathematics, science, social studies, and computer science. Although Project Bravo implemented all of its planned activities, it failed to provide the data for the evaluation of the program at Louis D. Brandeis High School. An evaluation of the project at Boys and Girls High School found that it met its objectives for ESL, Spanish NLA, computer science, social studies, attendance, dropout prevention, referral to special education, career orientation, staff development, and parental involvement. It failed to meet its objectives for math, science, placement in gifted programs, enrollment in postsecondary institutions, and curriculum development. Recommendations for program improvement are included. Two appendixes provide lists of instructional materials used in the program and class schedules. (MDM)

ED 371 603 FL 022 237

Johnson, Linda J.
Factors That Constrain and Foster the Social Construction of Literacy. A Case Study.
PUB DATE- 14 Feb 94
NOTE- 56p.; Paper presented at the Association of Teacher Educators Meeting (Atlanta, GA, February 14, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Environment; Elementary School Students; Extracurricular Activities; Family Environment; Grade 5; *High Risk Students; *Influences; Interaction; Intermediate Grades; Interviews; *Literacy;

introduced a new concept into Cypriot-Greek and have no purely Greek equivalent; (2) doublets, those words that are used in Cypriot-Greek as synonyms for Greek words; and (3) those words that have undergone a change in definition, usually narrowing the meaning of the original Turkish word or changing it altogether. The origin of the semantic shift of a number of words are explored. (MDM)

ED 371 624 FL 022 271

Integrating the Fine Arts into the Foreign Language Classroom: Toward Global Education.
PUB DATE- 19 Nov 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; *Cultural Awareness; Dance Education; Elementary Secondary Education; *Fine Arts; FLES; Global Approach; *Instructional Materials; *Multicultural Education; Music Education; *Second Language Instruction; Teacher Workshops; Theater Arts; Visual Arts

This guide contains fine arts activities that foreign language teachers can use in their classrooms, along with annotated bibliographies of instructional materials, children's books, and teaching guides. After an introduction that defines global education, the guide is divided into four sections, covering the visual arts, music, dance, and drama/theater. Each section provides outlines of activities in English, French, German, and Spanish. The dance section contains bibliographies of childrens books, basic books in puppetry, resources for teachers, and multicultural art. The music section contains bibliographies of books, songbooks of music from various nations, textbooks, and articles, as well as separate lists for French, German, and Spanish music. The dance section contains bibliographies of dance books and other resources on dances from around the world, including a list of contact organizations. The drama/theater section contains bibliographies of essential resources, textbooks, supplementary resources, videotapes and film, curriculum guides, publishers, professional organizations, and journals. (MDM)

ED 371 625 FL 022 272

Pavlou, Pavlos; Potter, Terry
The Difficulty of Avoiding Gender-Biased Language in Highly Inflected Languages: A Comparison of Greek and Arabic.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the International Linguistics Association Conference (New York, NY, April 15-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; *College Students; Contrastive Linguistics; *Greek; Higher Education; *Language Attitudes; Language Research; *Language Usage; Native Speakers; Nouns; Pronouns; Sex Bias; Sex Differences; *Sexism in Language; Uncommonly Taught Languages
IDENTIFIERS- *Gender (Language)

The four issues of the journal, dated fall 1993 through summer 1994, contain articles on a variety of issues in literacy education. The first focuses on the role of literacy education in international economic development, and contains descriptions of a number of programs and strategies in both developing and industrialized nations. The second looks at literacy education issues from the perspectives of the employer, university professor, school teacher, student, and parent. The third issue has a dual focus: (1) the role of literacy and literacy education in the justice system, particularly prison education, and (2) violence against women as a barrier to their literacy education. Francophone literacy in Canada is the theme of the fourth issue, with articles in both English and French. Articles describe specific programs or address current issues in literacy education for francophones and French-English bilinguals. Book reviews, professional news and announcements, and tutoring tips are also included in each issue. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 371 645   HE 027 486

Laubscher, Michael R.
Encounters with Difference: Student Perceptions of the Role of Out-of-Class Experiences in Education Abroad.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Students; Cross Cultural Studies; *Cultural Awareness; Ethnography; Extracurricular Activities; Higher Education; Individual Differences; *International Educational Exchange; International Programs; *Learning Experience; Program Effectiveness; *Student Attitudes; Student Development; *Study Abroad
IDENTIFIERS- *Pennsylvania State University

This study used a case study approach to examine how 30 Pennsylvania State University students used out-of-class experiences while studying abroad to enhance their learning. Students, who spent a semester or academic year abroad during the 1990-91 school year, were interviewed about their experiences. Three basic categories of learning activity encompassed the informants' detailed catalog of experiences: participant observation, personal interactions, and travel. Students related: (1) how direct interaction with the host culture enhanced their learning experience; (2) the importance of personal relationships in learning not only about the host culture but also about the relationship between stereotypes and individual identities; (3) the importance of travel as an out-of-class learning activity in its own right. To enhance the out-of-class learning experiences of exchange students, the study recommends that international programs build in experiential activities, monitor the quality of the exchange experience, develop appropriate pre-exchange orientation programs, prepare students for reflective observation, force critical thinking and reflection, and develop more exchange programs in nontraditional areas. (Contains 95 references.) (MDM)

ED 371 646   HE 027 487

Fetveit, Anne-Marie, Comp.
Higher Education in Norway. Monographs on Higher Education Series.
PUB DATE- 92
NOTE- 96p.

Report.
PUB DATE- Jun 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Bachelors Degrees; Doctoral Degrees; Employment; Employment Level; Employment Opportunities; *Employment Patterns; Employment Statistics; Foreign Students; Graduate Study; Graduate Surveys; Higher Education; Labor Market; Masters Degrees; Occupational Surveys; *Physics

Results of the 1991-92 annual survey for 1991-92 on initial employment rates for recipients of doctoral, masters, and bachelors degrees in physics and astronomy are reported. Overall, responses indicated that the job market for recent physics degree recipients remains tight. Other findings include the following: (1) among new bachelors degree recipients, the numbers of those seeking jobs continues to decline while the numbers of those going on for graduate study is increasing; (2) those seeking jobs find that employment is scarce and may entail months of searching; (3) of 1991-92 graduates with bachelors degrees, 62 percent went on to further study, 18 percent found employment, 12 percent found temporary employment, and 8 percent continued to search; (4) of doctoral recipients, 43 percent were continuing with post-doctoral study, 23 percent had found employment, 12 percent found temporary employment, and 2 percent were still searching; (5) since the mid-1980s, doctoral degree recipients in plasma physics and optics/lasers have been most likely to find potentially permanent positions while graduates in mathematical physics and nuclear physics have been the least likely to find employment; and (6) 90 percent of foreign doctoral recipients continue for post-doctoral training. (JB)

ED 371 667   HE 027 508

Schlenker, Dale E.; McKinnon, Norma Cole
Assessing Faculty Performance Using the Student Evaluation of Instruction.
PUB DATE- 14 Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advanced Courses; Attendance; Class Size; College Faculty; College Instruction; College Students; Foreign Countries; Higher Education; Introductory Courses; Rating Scales; *Student Attitudes; *Student Evaluation of Teacher Performance; Surveys; *Teacher Evaluation
IDENTIFIERS- *Atlantic Baptist College NB

This study examined the effects of class size, course level and absenteeism on college student ratings of college faculty teaching performance at a small liberal arts institution, Atlantic Baptist College (New Brunswick, Canada). A rating scale was completed by students in each course offered during the fall semester of the 1993-94 academic year. There were 743 usable evaluations which were analyzed using a statistical software program. A one-way analysis of variance was applied to the data. The analysis evaluated the impact of class size, course level, and student absenteeism in relation to five behavioral dimensions of instructional performance: manner of presentation, classroom/lab management, professional skills,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *College Students; *Computer Attitudes; *Computers; Higher Education; Private Colleges; Sex Differences; *Student Attitudes

This paper reports a survey conducted at a private midwestern university to investigate 143 undergraduate students' attitudes toward computers. The study used a 10-item questionnaire called General Attitudes toward Computers. Results indicated that students had positive attitudes toward computers. There were no significant differences in attitudes between male and female students or between students taking and not taking a computer-related class. Comparison of data from freshman, sophomore, junior, and senior students also did not reveal any significant differences. Appendices provide a comparison of male and female responses, a frequency analysis of all responses, and a copy of the questionnaire. (Contains 22 references.) (JDD)

ED 371 685 HE 027 527

Age Group and Sex of Students, Fall 1993. Report No. 8-94.
PUB DATE- May 94
NOTE- 654p.; For the 1992 report, see ED 359 901.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Age; *College Students; Courses; Educational Trends; Full Time Students; Graduate Students; Higher Education; Part Time Students; *Sex; *Student Characteristics; Trend Analysis; Undergraduate Students
IDENTIFIERS- *State University of New York

This 19th annual report describes characteristics of State University of New York (SUNY) students, including age group, sex, level (undergraduate/graduate), and load (full-time/part-time). Part I contains headcount data and percent distribution for the entire state university system as well as each institution and institutional type. Part II displays headcount and percentage arrays of students by age group for each institution and institution type. Tables are presented for undergraduates, graduates, and first-time students by load. Part III summarizes historical trend data on all students from Fall 1987 through Fall 1993. The trend reports are grouped into sections by undergraduate/graduate level, with headcount and percentage distributions for total, full-time, and part-time students. Age and sex trend tables are available for standard institutional clusters. Part IV displays age and sex trend data by level and load indexed to Fall 1987. Part V displays change and percent of change in the age and sex trends by student level and load from Fall 1987. Data for parts IV and V are divided into two age groups: under 25, and 25 and over. Part VI contains a map locating the institutions of the State university system, a chronology of dates of establishment of SUNY institutions, and a list of publications of the Central Staff Office of Institutional Research. (JDD)

ED 371 686 HE 027 528

Boyer, Ernest L.; And Others
The Academic Profession: An International Perspective. A Special Report.
PUB DATE- 94
NOTE- 71p.

Library Association, November 18, 1989); "A Cause Called Justice," (remarks at Martin Luther King's convocation, January 15, 1990); "The Search for Perspective in a De-Controlled World" (keynote speech at a meeting of the D.C. Alpha Chapter of Phi Beta Kappa, April 21, 1990); "The Search for a New Order for Peace, Security and Cooperation in Northeast Asia: Looking toward the 21st Century" (remarks at Moscow State University, May 1991); "The Role of Business in Education" (remarks at the New York Times Presidents Forum, November 22, 1991); "The Difficult Quest for Balance in American Higher Education" (essay published in "The World and I" magazine, December 1991); "American Higher Education Confronts Its Frayed Self-Image" (remarks at the Mitre Corporation's Distinguished Lecture Series, February 25, 1992); "Can Political Correctness Ever Be Politically Incorrect?" (remarks at the conference of the Society for College and University Planning, August 3, 1992); "Quality Management--How Do You Make It Total?" (remarks at the convention of the Society for College and University Planning, April 15, 1993); "The Future of Higher Education" (remarks at the D.C. Jewish Community Center's John R. Risher Public Affairs Forum, May 6, 1993); "The Beginning of Wisdom" (graduation speech at Sidwell Friends School, June 11, 1993); "Assuring a Global Perspective for the American College Student" (remarks at the X Triennial Conference of the International Association of University Presidents, July 1993); and "The Importance of Ancient History" (remarks at Columbia University convocation, August 31, 1993). (JDD)

ED 371 705 HE 027 548

Public University Program Review: Statewide Analyses.
PUB DATE- 12 Jul 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College English; *College Mathematics; *Degrees (Academic); Educational Assessment; Educational Trends; English Instruction; English Literature; *Enrollment Rate; Higher Education; Mathematics Education; *Preservice Teacher Education; Program Costs; *Program Evaluation; Public Colleges; State Standards; Teacher Supply and Demand
IDENTIFIERS- *Illinois

In 1994-95, all Illinois public colleges and universities and some Illinois private colleges and universities are required to submit reviews of their baccalaureate programs in education (primarily teacher preparation programs) and academic programs at all levels in the fields of English language/literature and mathematics. This package of materials was issued preparatory to the campus reviews, to identify issues that should be addressed in the review reports. The background information on analysis of teacher preparation programs discusses program approval by the State Superintendent of Education in consultation with the State Teacher Certification Board, teacher supply and demand trends, comparative costs, program quality and effectiveness, and specific issues that universities are asked to address. The background information on analysis of English language and literature programs focuses on trends in student enrollments and degrees conferred in English programs at Baccalaureate, Master's, and Doctoral levels; speech programs at all three levels; programs in other specialized fields; and issues that universities are asked to address in their review reports. The background information on analysis of mathematics programs outlines enrollment and annual

Elementary Secondary Education; Foreign Countries; Innovation; Marketing; Partnerships in Education; Professional Development; School Business Relationship; Student Role; Teacher Improvement; Teacher Role; *Technological Advancement
IDENTIFIERS- Canada; *Reform Efforts; *Saskatchewan

This document offers a view of educational change that has educational technology at the center of the process and underscores some of the contributions educational technology can make to reforming education in Saskatchewan (Canada). The province has an excellent teaching force and communities that value education highly, but there is a prevailing concern that they are "out-of-step" with society--approaches to teaching need to be drawn more into line with dramatic changes taking place in society. The following papers are included: (1) "Educational Technology and Educational Reform: Why Bother?" (Richard A. Schwier); (2) "Saskatchewan Educational Reform: The Roles of Teachers and Learners" (Peggy R. Proctor); (3) "School as Technology: Creating Environments to Teach All Students" (Patricia Cone); (4) "Educational Technology and Professional Development" (Todd W. Zazelenchuk); (5) "A Plan for Marketing Educational Technology" (Cole Kirby); (6) "The Economic Implications of Educational Change" (Victor Anton); (7) "Distance Education and Computer-Mediated Communication: Tools for Educational Reform" (Robert G. L. Longpre); and (8) "Industry/Education Collaboration: Opportunities and Approaches" (Robert O. Powell). Three figures illustrate the discussions. References follow each chapter. Includes five appendixes. (Author/SLD)

ED 371 725   IR 016 659

Field Hearing on the Office of Educational Research and Improvement. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session New York, NY (June 14, 1993).
PUB DATE- 94
NOTE- 114p.; Serial No. 103-45. For a related hearing, see ED 365 292.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Federal Programs; Government Role; Hearings; School Districts; State Programs; *Student Transportation
IDENTIFIERS- Congress 103rd; *Janitorial Services; New York

This hearing focused on education in New York, including recommendations for corrective actions to improve school governance and management in the areas of custodial services and school bus transportation. The report includes testimony from: Andrew J. Stein, President, New York City Council; Kevin Gill, Executive Director, Division of Support Services, New York City Board of Education; Richard Ahola, Executive Liaison for Central Services, New York State Education Department; Bruce Cooper, Professor of Administration and Public Policy, Fordham University; Jean S. Adilifu, Assistant Executive Superintendent, Newark Board of Education; John Fager, Cochair, Parents Coalition; and Michael Strasser, Assistant Commissioner, Division of Surface Transit Operations, Department of Education. (JLB)

Florida" documents according to the classification system invented by Florida Atlantic University (FAU) in 1966. Using only in-house resources, the Government Documents Department of the University of Miami generated labels with printed call numbers for over 16,000 documents. This article describes the steps in the project down to the level of detailed software programming. The FAU system is noted for its excellent Keyword-In-Context Indexes, characterized by frequent updating and maintenance. For every piece in the collection, a call number had to be found or created. Once call numbers were identified, computer labels were generated and printed using Nutshell and dBase software. Two figures illustrate the conversion slip and a layout screen for data entry. (SLD)

ED 371 747 IR 055 067

Charlton, Barbara, Ed.
Collection Development Policy of the University Library. Revised Editing.
PUB DATE- 93
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Budgeting; *College Libraries; Futures (of Society); Higher Education; Information Dissemination; Information Networks; *Information Technology; Library Administration; Library Automation; *Library Collection Development; Library Material Selection; Library Services; Policy Formation; Profiles; Retrenchment; Technological Advancement; Telecommunications
IDENTIFIERS- California State University Sacramento; *Library Policy

This collection development policy of California State University Library states clearly what the library is now doing and provides a structure and mechanism for making adjustments to policies and procedures on a continuous basis. Declining budgets and the loss of purchasing power are contributing to a general awareness of the needed changes in library collections development and management. Reliance on electronic access to and delivery of information is recognized as the wave of the future. This report contains approximately 35 policies, including electronic information goals and services and network based materials divided into the following categories: (1) library selection and deselection; (2) library collection development; and (3) special and form collections. There are also over 80 pages of classed profiles that describe the present and desired levels of collections. These are prepared by comparing parts of the curriculum with library collection call numbers. Four appendixes describe the university's degrees and programs, its mission statement and that of the library, and guidelines for faculty and library coordination. A fifth appendix contains some documents pertaining to intellectual freedom. (SLD)

ED 371 748 IR 055 068

Braden, Roberts A., Ed.; And Others
Visual Literacy in Life and Learning: Readings from the Annual Conference of the International Visual Literacy Association (19th, Tulsa, Oklahoma, October 28-November 1, 1987).

EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Library Administration; Library Associations; *Library Personnel; Library Research; Library Surveys; *Public Libraries; Questionnaires; Staff Development
IDENTIFIERS- Library Policy; Organization Charts; *Urban Libraries

The topic of this Urban Libraries Council (ULC) Frequent Fast Facts Survey is library staffing. These ULC Frequent Fast Facts Surveys are not intended to be scientific studies of the library community but rather "snapshots" on topics of current interest. Further analysis of the results is suggested, and for that reason, the completed survey instruments are included. A total of 85 surveys were mailed to ULC member libraries, and 68 were returned for a 80% response rate. Data collected include whether library employees are subject to Civil Service regulation or union contracts; total number of staff with a MLS (Master's of Library Science) degree; total number of security personnel; total number of other staff; total number of staff; budget information; and staff development. Organization charts received with surveys are included in the appendix. The survey instrument is also included. (JLB)

ED 371 768 IR 055 102

McClure, Charles R.; And Others
Public Libraries and the Internet: Study Results, Policy Issues, and Recommendations. Final Report.
PUB DATE- Jun 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Computer Networks; Costs; Futures (of Society); Information Dissemination; *Information Networks; Information Technology; Library Research; Library Services; Library Statistics; Library Surveys; *Public Libraries; *Telecommunications
IDENTIFIERS- *Internet; Library Policy; *National Information Infrastructure

This document is the final report of the NCLIS (National Commission on Libraries and Information Science) study on public libraries and the Internet. The purpose of this study was to determine the nature, extent, and form of public library involvement with the Internet. Data were obtained from a survey of a national sample of public libraries between January and March 1994. Questionnaires were sent to 1,495 public libraries, and a total of 1,148 surveys were returned for a response rate of 76.8%. The study gathered data on a variety of Internet-related topics, including the degree to which public libraries have operational connections to the Internet; type of provider that the public library uses to obtain connectivity; Internet services and resources that public librarians use; public library programs or services that have been developed to incorporate Internet use; factors affecting public library use of the Internet; and estimated expenditures and costs public libraries incur for connectivity to and using the Internet. The report is divided into four parts: an introduction to the study; the study results including methodology; the policy debate; and the key issues and recommendations of the study. The survey instrument is appended. (Contains 32 references.) (JLB)

ED 371 786 JC 940 379

Robinson, Terry L.; Stoneman, Marcia L.
Multimedia Curriculum Presentations: A New Twist on Recruiting.
PUB DATE- 23 May 94
NOTE- 11p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Software Development; *Computer Uses in Education; *Educational Technology; *Multimedia Instruction; Program Descriptions; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Blue Ridge Community College NC

Blue Ridge Community College (BRCC) in North Carolina has developed a multimedia recruitment program using Asymetrix ToolBook software. Combining text, graphics, and pictures, the program provides curriculum and admissions information to prospective students. By taking an interactive multimedia tour, prospective students can become immediately acquainted with programs that interest them. The product can be used in-house, at high schools, mall exhibits, and industry visits. Topics outlined in the program include application procedures, tuition costs, financial aid, placement tests, counseling and advising, and registration day. Curriculum topics include course and program descriptions, job opportunities, and faculty biographies. This program can be used to present information about BRCC's curriculums to advisory committees or local civic organizations using an overhead projector with an LCD projection panel. The program helps create a high-tech image for the institution. Over 200 working hours have been invested in developing the program. While the current focus of the program is on curriculum and admissions, it will be expanded to include a personnel directory and a section explaining various functions of the personnel in the Student Services area. Other possible sections include continuing education, small business center, and industry training partnerships. Format samples, technical specifications, and costs for implementing the program are included. (KP)

ED 371 787 JC 940 380

Transfer from Sub-Baccalaureate to Baccalaureate Institutions in Minnesota Post-Secondary Education, Fall 1984-Fall 1988.
PUB DATE- Feb 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Enrollment Trends; Higher Education; Proprietary Schools; *Student Characteristics; Tables (Data); Technical Institutes; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Minnesota

This set of data tables provides system-level information on transfer between sub-baccalaureate and baccalaureate institutions in Minnesota. "Transfer" refers to subsequent attendance as an undergraduate at a baccalaureate institution

DESCRIPTORS- *Action Research; Classroom Research; *College Faculty; Community Colleges; *Educational Research; *Faculty Development; Program Implementation; Teacher Effectiveness; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- Cuyahoga Community College Cleveland OH; *Teacher Researchers

To promote research conducted by faculty, Cuyahoga Community College (CCC), in Ohio, developed the Faculty as Researcher Initiative (FRI). The initial goals of the FRI were to recruit 15 to 18 faculty members from CCC's three campuses to form a research group, assist in the development of research ideas and strategies, and develop a system for communicating results. An emphasis on continuous quality improvement in CCC's overall faculty development program links and lends importance to the FRI with respect to faculty development activities, as the initiative is based on the assumptions that the quality of learning is directly linked to the quality of teaching and that the most effective method of improving teaching is for faculty to research questions that arise in their day-to-day activities. Institutional support requirements to implement the initiative have included reassigned time for consultants and participants, access to computers, a budget for reproducing materials, appropriate software with table display capabilities, and allocations for travel. Other considerations include establishing institutional support, informing faculty, and obtaining all necessary texts and computer equipment well in advance; coordinating meeting times between college campuses; and sustaining participant commitment. Attached materials include project descriptions, faculty recruitment letters, classroom assessment techniques, a discussion of differences between formal educational and action research, participant signup and evaluation forms, a schedule of activities, a list of common research errors, and a project planning checklist. (KP)

ED 371 804   JC 940 407

Cohen, Arthur M., Ed.
Relating Curriculum and Transfer. New Directions for Community Colleges, Number 86, Summer 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; *Access to Education; *Articulation (Education); *College Curriculum; *College Transfer Students; Community Colleges; *Educational Mobility; Education Work Relationship; English (Second Language); Graduation Requirements; Higher Education; *Liberal Arts; Outcomes of Education; Two Year Colleges

Designed as a forum for the discussion of the community college curriculum and transfer function, this volume traces the scope of the curriculum, transfer rates, and the relationship between the two. The following 10 chapters are included: (1) "All Access Is Not Equal: The Need for Collegiate Education in Community Colleges," by Judith S. Eaton; (2) "An Overview of the Total Credit Curriculum," by Arthur M. Cohen and Jan M. Ignash, tracking trends in academic and non-liberal arts curricula; (3) "Stability and Change in the Liberal Arts various learning disorders. Following a review of current applicable research and classroom monitoring that assessed student achievement, instructional procedures, classroom management, and teacher effectiveness, four terminal objectives were developed to reduce the retention rate from 7 percent to 3 percent or less. Staff development, the work of the intervention committees, and the implementation of whole-language, cooperative learning, developmentally appropriate instructional practices, and the Writing to Read program all served to accomplish the objectives of the project. At the end of the 1992 school year, the retention rate was 1 percent of the kindergarten, first-, and second-grade population. (Contains 95 references.) (TJQ)

ED 371 821   PS 022 254

Implementation of New Legislation: Family Preservation and Support Services, Title IV-B, Subpart 2.
PUB DATE- 18 Jan 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Family Programs; *Federal Aid; Federal Legislation; Federal State Relationship; Government Role; Program Descriptions; *Program Implementation; *State Programs; *Statewide Planning; Training
IDENTIFIERS- Family Intervention; *Family Preservation Services

This report describes the application requirements that state agencies need to follow in order to obtain federal funding for family support and preservation (FSP) programs, as budgeted under Title IV-B of the Social Security Act for fiscal years (FYs) 1994 through 1998. Part I of the report serves as an introduction and provides background information on FSP services. Part II discusses FSP services and the guiding principles for these services. Part III discusses planning activities essential to the development of a 5-year state plan for services beginning in FY 1995, including consultation, coordination, data collection, and joint planning. Part IV contains a brief outline of major provisions of the statute and additional fiscal and administrative information. Part V contains instructions for preparing the FY 1994 application for planning funds and for services funds. The bulk of the report consists of attachments that provide: (1) a list of estimated state allotments through FY 1998; (2) a copy of the statute; (3) an extensive list of family preservation resources and programs, including descriptions of current state programs; (4) application forms; (5) guidelines on 5-year state plans; and (6) a list of Administration for Children and Families regional offices. Contains 133 references. (MDM)

ED 371 822   PS 022 277

Decker, Larry E.; And Others
Home-School-Community Relations: Trainers Manual & Study Guide.
PUB DATE- Mar 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

profiles. The third section, "The Adolescent," also contains three chapters on personal and social development, mental development, and age profiles. All of the chapters except age profiles include lists of selected readings. (TJQ)

ED 371 841   PS 022 417

Helping Families Grow Strong: New Directions in Public Policy. Papers from the Colloquium on Public Policy and Family Support.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 90
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Community Programs; *Family (Sociological Unit); *Family Programs; Program Descriptions; Program Evaluation; *Public Policy; Social Services; Social Support Groups; State Action; State Programs
IDENTIFIERS- Family Development; *Family Resource and Support Programs; *Family Support

Family support and education programs are community-based efforts that offer sustained assistance to families at various periods in their development. Support is provided to promote parental competencies and behavior that lead to healthy and positive development of parents and children. These programs take many forms, such as drop-in centers, social support groups, recreational activities, and home visiting programs. To address family needs, the potential exists to use resources already employed in child welfare, income maintenance, public health, education, employment and training, and mental health in ways that more effectively support family functioning. This collection of colloquium papers focuses on family support program development and implementation issues in the public sector. The papers included are: (1) "Challenges and Opportunities for Public Policy on Family Support and Education" (Frank Farrow and others); (2) "Legislating Family Support and Education: Program Development at the State Level" (Charles Bruner); (3) "From Grass Roots Programs to State Policy: Strategic Planning and Choices for Family Support and Education Initiatives" (Heather B. Weiss); (4) "Family Support and Education Programs: Evidence from Evaluated Program Experience" (Robert Halpern and Heather B. Weiss); (5) "An Evaluation Framework for State Family Support and Education Initiatives" (Heather B. Weiss and Robert Halpern); (6) "Community-Based Family Support and Education: Local Program Examples" (Gail C. Christopher); and (7) "Family Support and Education Programs: State Examples" (The Center for the Study of Social Policy). (TJQ)

ED 371 842   PS 022 419

Brouette, Scott J.
Astronaut to Zoologist: Changing the Dramatic Play Area!
PUB DATE- Feb 94
NOTE- 12p.; Paper presented at the Chicago Metro Association for the Education of Young Children Conference (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches,

reporting requirements, and vendor payments. The purpose of the new Family Resource and Support Act is to promote organization of state and local funding for family support programs. The report also presents the minority Republican view on these amendments. (MDM)

ED 371 862   PS 022 463

Education Reform. Hearing before a Subcommittee of the Committee on Appropriations. United States Senate, One Hundred Third Congress, First Session. Special Hearing.
PUB DATE- 94
NOTE- 68p.; Contains two pages of small/broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Community Programs; *Educational Change; *Educational Finance; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Federal State Relationship; Government School Relationship; Hearings; Program Descriptions; Program Effectiveness; Public Policy; Special Needs Students; *State Programs
IDENTIFIERS- Congress 103rd; Oregon; Washington

This special hearing, held in Portland, Oregon, addressed the concept of allowing states and local governments more flexibility in their use of federal funds designated for educational programs in exchange for increased state and local accountability. It focused on programs and policies in place or under consideration in the states of Oregon and Washington. Testimony was presented by: (1) U.S. Representative Jolene Unsoeld of Washington; (2) Oregon State Senator Shirley Gold; (3) U.S. Representative Peter DeFazio of Oregon; (4) school superintendents from Salem, Oregon, and Olympia, Washington; (5) Oregon State Representative Carolyn Oakley; (6) the heads of boards of education in Salem and Trigard, Oregon; (7) teachers, principals, and a professor from Oregon public schools and universities; and (8) David Geiger, president of the Oregon School Boards Association. (MDM)

ED 371 863   PS 022 464

McMurray, Paula
Gender Experiences in an Early Childhood Classroom through an Ethnographic Lens.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Child Behavior; Childhood Attitudes; Classification; Classroom Environment; Ethnography; Identification (Psychology); Peer Relationship; Play; *Preschool Children; Preschool Education; *Sex Differences; *Sex Role; Sex Stereotypes; *Sexual Identity; *Socialization; Teacher Student Relationship

This study sought to understand how children develop their gender identities by examining their social interactions in a school setting. It followed six children over the course of the school year at a university-run laboratory preschool, utilizing videotaped observations, field notes, and teacher interviews. Four of the targeted children's gender experiences are among a large segment of the sixth-grade student and teacher population. (Eight appendixes contain copies of the student, parent, and teacher surveys, the results of these surveys, and a record of student participation in program activities.) (MDM)

ED 371 883   PS 022 512

First Impressions (Primeras Impresiones): Report of the Task Force on Early Childhood and Elementary Education with Executive Summary (Sintesis Ejecutiva).
PUB DATE- Jan 94
NOTE- 189p.; Separately published Executive Summary is provided in both English and Spanish versions.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Continuous Progress Plan; Early Childhood Education; *Educational Change; *Educational Improvement; Elementary Education; Extended School Year; Flexible Scheduling; Integrated Curriculum; Interdisciplinary Approach; Parent School Relationship; Partnerships in Education; Professional Development; School Community Relationship; *School Restructuring; Teacher Education
IDENTIFIERS- *Developmentally Appropriate Programs; Performance Based Evaluation; *Texas

The Task Force on Early Childhood and Elementary Education, created by the Texas State Board of Education in January 1993, found that the current system of early childhood and elementary education is struggling to meet the challenges of childhood in today's Texas. This report summarizes the task force's call for schools to reconfigure themselves to keep pace with the changing needs of students and communities. Specifically, it presents the task force's vision for the reorganized early childhood or elementary school in Texas, which includes the following components: (1) developmentally appropriate curriculum that uses flexible grouping of students on a regular basis for active, participatory involvement and presentation of knowledge through interdisciplinary themes and units; (2) school calendars that permit flexible and extended-year schedules to accommodate each child's learning style and pace; (3) abundant opportunities for each child to attain high standards of achievement through acceleration and enrichment of all learning activities on a continuous basis; and (4) performance-based assessments that demonstrate continuous student progress toward academic standard, and allow continuous movement through the system by the students upon attainment of benchmark standards. The eight sections of this report present: (1) a policy statement on early childhood and elementary education; (2) questions and answers on developmentally appropriate education; (3) executive summary of the report; (4) mission and philosophy of developmentally appropriate education; (5) discussion and recommendations in the areas of organization, curriculum, instruction, and assessment; (6) recommendations on professional development and training; (7) discussion and recommendations about family and community collaboration; and (8) implementation steps. Contains 75 references. (TJQ)

ED 371 884   PS 022 513

The Education of Children under Five. Aspects of Primary Education.
PUB DATE- 89

denied access to primary schools and the 960 million adults throughout the world still illiterate in 1990. It focuses on three especially marginalized groups: (1) girls and women, who make up the majority of unschooled and illiterate children and adults; (2) the children of ethnic minorities, whose linguistic and cultural needs are often neglected by national school systems; and (3) the children of nomadic groups, especially in Africa, who have special educational needs due to their non-sedentary way of life. A two-pronged strategy for achieving "Schooling for All" in Africa and other regions by the year 2000 is proposed, which: (1) includes plans for a comprehensive evaluation of educational needs and a revitalization of existing primary schools, and (2) calls for cost-sharing among governments, the communities, the private sector, and international donors. The paper emphasizes the need for innovation in educational strategies, suggesting several replacements for the classroom-based approach designed to service pre-industrial European society. It concludes by looking ahead to the future educational needs of the world's children. (MDM)

ED 371 904   PS 022 550

Education for Affective Development: A Guidebook on Programmes and Practices.
PUB DATE- 92
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; *Affective Objectives; *Attitudes; Curriculum Development; Educational Improvement; Educational Innovation; Educational Philosophy; Elementary Secondary Education; *Emotional Development; Foreign Countries; Lesson Plans; Program Descriptions; Program Development; Program Implementation; Teacher Education; *Values Clarification; *Values Education
IDENTIFIERS- Asia Pacific Region; *Emotions

Intended for curriculum designers, educational planners, teachers, and others who have responsibility in creating school programs, this book focuses on affective education, a domain of education in which feelings and attitudes come into play. The book provides guidelines for developing a practical, affective program that will gain the cooperation, support, and enthusiasm of teachers. Chapter 1 presents problems and difficulties of society that affective education can remedy, and presents a justification for affective development education. Chapter 2 defines affective development education in a down-to-earth manner that makes academic sense. Chapter 3 deals briefly with the current status of affective development education and describes its current state in the schools. Chapter 4 looks at the future of affective development education. Chapter 5 deals with curriculum design for affective development education in the schools. Chapters 6 and 7 present instructional methodology and discuss evaluation and assessment procedures in affective development education. Chapter 8 deals with the implications of affective development education for teacher education. Chapter 9 presents problems of implementation, and chapter 10 presents examples of a device found useful by instructors in a number of countries--an affective development education handbook for teachers. Two appendices are included that describe the current master's, and doctoral degree programs to preschool, primary, secondary, and adult education. Barriers to providing distance education in rural areas include inadequate telecommunications infrastructure supporting distance learning technologies, socioeconomic factors, inexperience in the use of distance learning technologies, and limited availability of programming that matches the needs of rural learners. If these barriers can be overcome by coupling advances in distance learning technologies with innovative programming, educational providers can link rural communities to the training and continuing education programs they need to compete in the Information Age. The digest includes descriptions of 13 organizations, networks, and clearinghouses pertinent to distance learning in rural areas and 47 additional sources of information. (KS)

ED 371 923 RC 019 677

Puzzuoli, David A.
An Evaluation of the Consequences of the Inclusion of Parental Waivers in the Application for Free and Reduced Price School Meals.
PUB DATE- Feb 94
NOTE- 55p.; Bar graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; *Ancillary School Services; Confidentiality; Elementary Secondary Education; *Identification; *Low Income; *Lunch Programs; Rural Urban Differences
IDENTIFIERS- Application Forms; *Integrated Services; Medicaid; School Lunch Program; *West Virginia

As a designated service integration state, West Virginia is developing and implementing enhanced services to children in need. One state effort is the development and use of "Multi-Use Application for Free and Reduced Price School Meals." The application includes a parental waiver statement, which, when signed, allows income information to be shared among specific agencies that provide eligible children with entitled services: Medicaid, school textbooks, and instructional supplies. The U.S. Department of Agriculture raised concerns about confidentiality and about whether the multi-use application might inhibit participation in the National School Lunch Program. To address these concerns, interviews and other data collection were undertaken for 600 families who had completed the application in a rural farm county, a rural nonfarm county, and an urban county. Results include the following: (1) there was no significant drop in the number of applications for free and reduced price meals during the study period; (2) opinions of interviewed families did not differ by rural-urban status; (3) 93 percent believed their children received healthy, well-balanced meals; (4) 86 percent signed the waiver of confidentiality; and (5) 98 percent believed the "Other Benefits" section of the application should be continued. Includes the interview guide and response data. (SV)

ED 371 924 RC 019 680

Borman, Kathryn M., Ed.; Obermiller, Phillip J., Ed.
From Mountain to Metropolis: Appalachian Migrants in American Cities.
PUB DATE- 94
NOTE- 248p.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Programs; *Community Education; *Environmental Education; Extension Education; Pretests Posttests; Program Descriptions; *Program Development; Program Evaluation; Public Service; *Recruitment; Surveys; Volunteers; *Volunteer Training
IDENTIFIERS- *Environmental Education Programs

Volunteers can serve as a means to educate the public about environmental issues and increase stewardship ethic. This booklet is designed to provide much of the key information about designing and managing environmental volunteer programs to educate the general public. The booklet is based on the experiences of a volunteer program called Island County Washington State University Beach Watchers. The booklet is organized into nine sections that describe: (1) an overview of the program; (2) the program's purpose; (3) why using volunteers makes sense; (4) the makeup of the advisory board; (5) how to promote the program; (6) recruiting volunteers; (7) training volunteers; (8) supporting trained volunteers; and (9) evaluating the program. The section on training the volunteers includes information about set-up, locations, design, finding instructors, group size, scheduling, training materials, training volunteers as monitors, field experiences, testing, and graduation. The appendix contains a timeline for the program, instructor guidelines, resource book topics, a pretest and posttest, a sample volunteer request form, a copy of the lifestyle change survey, volunteer activity examples, a volunteer time sheet, one volunteer's personal narrative describing his and his wife's experience, and a list of goals. (MDH)

ED 371 943 SE 054 580

Horton, Robert L.; And Others
Cycling Back to Nature with Biodegradable Polymers.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; *Environmental Education; Intermediate Grades; Learning Activities; Plastics; *Polymers; *Recycling; Secondary Education; Solid Wastes; Waste Disposal
IDENTIFIERS- Biodegradation; Composting; Life Cycles; *Nature; Nitrogen Cycle; Packaging

This sourcebook, for use with groups of up to 25 young people ages 10 and up, is designed to stimulate a sense of environmental stewardship for the planet through group discussion, role playing, experimentation, demonstration, and simulation. Lessons that stand alone or can be used in sequence require common materials and little preparation, making them useful for volunteer leaders with limited resources. The activities are organized in nine sections that illustrate the interlocking and overlapping aspects of nature's cycles. The activities in the sections: (1) introduce the group to four natural cycles: water, carbon dioxide, nitrogen, and oxygen; (2) review interaction between producers, consumers, and decomposers within the natural cycles; (3) explore the meaning and production of plastics; (4) talk about the presence of plastic packaging in the environment; (5) help the group see why biodegradable polymers are an important breakthrough; (6)

contemplation as devoted thought that is not deluded, the essay examines subject matter and children as objects of teachers' contemplative concern. The argument for the practicality of contemplation derives from a concept of practice going beyond what an individual teacher does or what typically can be observed in schools. The collective moral concept of contemplation invokes intrinsic ends and ideas of perfection so that constitutive fidelities of teaching made available in contemplation further teachers' professional development. Contains 15 references. (Author/CK)

ED 371 964   SO 022 867

Vandell, Kathy; Dempsey, Scott B.
Creating a Gender-Fair Multicultural Curriculum.
PUB DATE- Jun 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Cultural Education; *Cultural Pluralism; *Curriculum Design; *Curriculum Development; Curriculum Problems; *Educational Change; Elementary Secondary Education; *Equal Education; *Multicultural Education; Multicultural Textbooks; *Sex Fairness
IDENTIFIERS- National Standards

The creation of a gender-fair multicultural curriculum is the necessary basis for the equitable schooling of all girls and boys in the United States. The key to success in curriculum reform is the inclusion of everyone with a stake in the schools in an effective, productive process. Defining the term multicultural education illustrates the different meanings that have evolved. The national curriculum policy debate over the standards-setting and assessment-design processes focuses on five controversial issues: (1) the measurement of performance; (2) the use of national standards; (3) the effect of national standards on local control of education; (4) the knowledge included in national standards; and (5) the development of a national core curriculum through national standards and assessment. In order to achieve a gender-fair multicultural curriculum, the changes must address national policy, state and local curriculum designs, textbook and materials adoption, classroom practices, and assessment systems. To ensure successful multicultural curriculum reform, diversity of participants at all levels of the process is important. A curriculum description provides eight ingredients for the ideal gender-fair multicultural curriculum; four strategies to develop a curriculum reform process that effectively brings everyone involved in the schools together; and five pitfalls that can damage the process. Contains 21 references. (CK)

ED 371 965   SO 023 148

The Struggle for Peace in Bosnia: Considering U.S. Options. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
PUB DATE- May 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Ethnic

This document is a brief presentation of the relation among education, culture, and development in the Latin American and Caribbean countries that focuses on two major aspects: (1) the new development strategies currently being implemented in the region, and (2) the educational actions being undertaken as an answer to the new challenges posed by the new development strategies. The Latin American and Caribbean countries have initiated a significant process of change within their social and economic development's strategies. These new trends recognize that traditional strategies of development were based on three main factors: (1) the income of natural resources; (2) the external debt; and (3) the internal financial imbalance associated with high inflation taxes. Within this framework, Latin America's peculiarity lies on the fact that some countries attained economic growth while others achieved somewhat minimal equity levels, yet none fulfilled both the expected objectives of the development process simultaneously: growth and equity. Within the context of a development pattern based on the aforementioned factors, education's performance was only slightly connected with the demands of economic growth (due to the minimal use of technical progress as a production factor) and with the political or social integration requirements (because incorporation of the population in their capacity as citizens was weak and recurrently influenced by lengthy periods of authoritarianism and political exclusion). Curriculum innovations include decentralization, extension of participation to those outside the system, and new teaching methods. Obstacles to educational improvement are language differences and objections to conceiving the intercultural dimension as including the entire school population. (Author/DK)

ED 371 983   SO 023 971

Dealing with Differences: Conflict Resolution in Our Schools.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Cooperation; *Conflict Resolution; *Decision Making; Discussion; Elementary Secondary Education; *Individual Differences; Interpersonal Communication; Perspective Taking; *Problem Solving; Profiles; *Program Descriptions; *Racial Differences; *Social Differences
IDENTIFIERS- *Educators for Social Responsibility

A need exists in schools for conflict resolution programs to help young people deal with differences. This booklet describes the Educators for Social Responsibility (ESR) conflict resolution program. The program follows nine key concepts: (1) conflict is a part of life; (2) many conflict situations can achieve "win-win" solutions; (3) resolution of a conflict is not always possible; (4) conflict resolution is best taught in the context of a caring community characterized by cooperation, effective communication, emotional strength, appreciation of differences, and recognition of common purposes; (5) the ability to take other perspectives is central to dealing constructively with differences; (6) dialogue is an effective form for discussing controversial issues; (7) the study of interventions helps students begin to understand the underlying dynamics of conflict; (8) the awareness and appreciation of differences is important to cultivate in students; and (9) the roots of

20 stories that depict the daily lives of Japanese young people. Supplementary materials include: (1) the text of the U.N. Declaration of the Rights of the Child; (2) text of the U.N. Convention of the Rights of the Child; and (3) selected news articles related to children's rights in Japan and published between 1989-90. Four introductory activities and two additional activities provide ideas for working with the stories and text. (CK)

ED 372 003   SO 024 053

Laney, James D.
Economic Concept Acquisition: Experiential Versus Experience-Based Learning and Instruction.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- 19 Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Concept Formation; *Economics; *Economics Education; *Experiential Learning; Free Enterprise System; Grade 1; *Knowledge Level; Misconceptions; Primary Education; Teaching Methods; Thinking Skills; Transitional Programs
IDENTIFIERS- Texas

This study explored the effect of experiential and experience-based approaches to learning and instruction on transitional first grade students' (a) acquisition and use of economic concepts and (b) economic reasoning ability as indicated by the presence or absence of misconceptions about economic concepts. A pretest-posttest control group design was utilized, and students were randomly assigned to two groups. One group used dictation of language experience stories, while the other used an inquiry-oriented debriefing session following 12 classroom market days. No significant differences existed between the groups at the pretest. At the posttest, students in the experience-debriefing group scored significantly higher on an understanding-of-economic-concepts measure than the experience-dictation group. After adding a debriefing-only control group, statistically significant differences were revealed at the posttest: (1) the combined means of the experience-debriefing and debriefing-only groups were higher than the mean of the experience-dictation group; and (2) the mean of the experience-debriefing group was higher than the mean of the debriefing group. The findings suggested that experience-based approaches were superior to experiential approaches in teaching economic concepts and that experience-based economic instruction could foster the development of economic reasoning ability among young children by dispelling misconceptions. Implications from the study discussed the need for early economic education, concept instruction across the disciplines, and early childhood education. Contains 28 references. (Author/CK)

ED 372 004   SO 024 058

Immigrants, Your Community, and U.S. Immigration Policy. Public Talk Series.
PUB DATE- Nov 93
NOTE- 10p.
LANGUAGE- English

adolescents cope with the demands of social change occurring during unification in Germany, the comparative investigation of 40 families each in East and West Germany examines macro-social conditions of family relationships and rightist attitudes among German adolescents and adults. The results indicate that East German families are more subject to social change than West German families, but Eastern and Western German families show little differences in family relationships and rightist attitudes. Aspects of perceived social change affects family relationships although not dramatically, and findings also show that financial strain as perceived by parents correlated positively with anti-democratic and anti-foreigner attitudes, whereas other aspects of social change are more distant from the immediate living situation and less influential. Anti-democratic and anti-foreigner attitudes for East German adolescents seem to be more different from each other (r=.36) than for West German adolescents (r=.60). Implications from the study are that unification, though politically favored by most Germans, puts a burden on families and the East German families more so than West German families, and deteriorating economic situations weaken family ties and possibly increase anti-democratic and anti-foreigner attitudes. (CK)

ED 372 024   SO 024 349

Hanna, Jack C.; Maddalena, Gracemarie
Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle & High School Students.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 82p.; For related items, see SO 024 156-96.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; Higher Education; High Schools; Illegal Drug Use; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Secondary Education
IDENTIFIERS- Phi Alpha Delta Law Fraternity

This book contains nine lessons focusing on legal issues raised by the illegal use and abuse of alcohol and other drugs and efforts by the criminal justice system to curb that use and abuse. The lessons are interactive and sequential, although individual lessons can stand alone. The lessons are designed to be presented to middle and high school students by educators, law students, and attorneys. Individual supplements are available for many states that detail relevant state law for use with the lessons. The supplements focus on legal information on driving while intoxicated laws, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat the use of alcohol and drugs by juveniles in that state. (RJC)

ED 372 025   SO 024 413

Hall, Kermit L., Ed.
By and For the People: Constitutional Rights in American History.
PUB DATE- 91
NOTE- 190p.

PUB DATE- Jun 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Demography; Elementary Secondary Education; Higher Education; Literature Reviews; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; Teacher Education Programs; *Teacher Educators; *Teacher Effectiveness

This paper synthesizes the impressions of what is known about members of the education professorate, examines the relationships between teacher educators' formative experiences and personal and professional characteristics, and attempts to answer the etiological question: who is an effective teacher educator? A body of literature on the demographic characteristics of individuals charged with preparing the nation's teachers indicates the "model" teacher educator is a 50-year-old Anglo male reared in a rural, lower to middle class family. Conformist values were upheld in the family and in the culturally homogeneous public school he attended, and he completed his doctoral program in piecemeal fashion at various institutions close to home. As a faculty member, the model teacher educator works over 50 hours a week, teaching 3 or 4 courses per term. The autonomy and freedom the job provides and the opportunity to work with students are satisfying; low salary, service activities, and the constraints of the bureaucracy, are among the least enjoyable aspects of the job. The model teacher educator considers his job to be stressful in terms of time pressures and the increased emphasis on measurable outputs. However, he is in good shape and deals successfully with the pressures and tensions of the job. This kind of data can have implications for both teacher educator selection and preparation. (Contains approximately 70 references.) (LL)

ED 372 042 SP 035 328

Kanel, Sylvia; Anthony, Marlene
What about the Whole Teacher? Creating a College Whole-Language Classroom Experience.
PUB DATE- 1 Apr 94
NOTE- 12p.; Paper presented at the Association for Childhood Education International Study Conference, "Focus 2000: Circle of Inclusion--Families, Children, Schools, Community" (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Instruction; Curriculum Development; Elementary Education; Higher Education; *Language Arts; *Methods Courses; Reading Instruction; *Teacher Education; Teaching Methods; *Teaching Models; *Whole Language Approach; Writing Instruction

Professors in a Communication Arts methods course for preservice and inservice elementary school teachers sought to move the content of the language arts curriculum from a direct instruction to a whole language model. A transformation came about as one professor realized that her efforts to enthusiastically convey the importance of authentic meaning-making in developing language arts proficiency had resulted in filling students' heads with facts and had taken the life out of the subject. This dissonance created by not allowing students to make the very kind of meaning the professor told and instruction of gifted learners were: (1) compromised beliefs in the existence and importance of student differences and needs; (2) ambiguity in the identification of individual differences and needs; (3) incomplete views of differentiating instruction in response to student needs; (4) shallow wells of strategies for enacting differentiation; and (5) the presence of factors which complicate and discourage understanding of student differences and needs. Some implications for further research are explored. (Contains 47 references.) (Author/LL)

ED 372 061 SP 035 350

Lasley, Thomas J.; Tillman, Beverly
Portfolio Development: Enhancing Professional Intelligence.
PUB DATE- Feb 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Courses; Higher Education; Intelligence; Introductory Courses; *Portfolios (Background Materials); *Preservice Teacher Education; *Student Development; *Student Projects; Teaching Methods
IDENTIFIERS- *Multiple Intelligences; *University of Dayton OH

This paper provides examples of how portfolios are used at the University of Dayton (Ohio) in an introductory course titled "The Profession of Teaching" to enhance the interpersonal, intrapersonal, musical, linguistic, and spatial intelligence of preservice teachers. For example, students can include audiotapes of their experiences, poetry, sketches, or photographs. Portfolios help students reflect on their growth in terms of professional responsibility, command of subject matter, content-specific pedagogy, class organization and management, and student-specific pedagogy. Portfolios are considered a help for students to understand that their personal and professional growth is a life-long process, not merely a collegiate experience. (JDD)

ED 372 062 SP 035 351

Bailey, Gerald D.; Bailey, Gwen L.
101 Activities for Creating Effective Technology Staff Development Programs. A Sourcebook of Games, Stories, Role-Playing, and Learning Exercises for Administrators.
PUB DATE- 94
NOTE- 160p.; For a related document, see SP 035 352.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Educational Games; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; *Learning Activities; Learning Strategies; Principals; Program Development; Program Implementation; Resource Materials; *Role Playing; *Staff Development; *Story Telling

This sourcebook provides ideas and training activities for school administrators who want to develop technology staff development programs. The book is organized into five sections that

Literacy Education; Parent School Relationship; Skill
Development; *Student Attitudes
IDENTIFIERS- *Social Constructivism

This study used a social constructivist framework to examine how one at-risk fifth-grader constructed her literacy through social interaction in her nonschool, prior school, and present school experiences. Through open-ended interviews and classroom observations, experiences that fostered and hindered the child's literacy development were identified and examined. Nonschool factors such as limited experiences in being read to, a limited range of interests, lack of school-home collaboration, and limited experience with fiction, nonfiction, and reference print hindered her literacy development. Ineffective teaching methods and limited experience with fiction, nonfiction, and reference print at her prior school also hindered the child's literacy development. Her present school and nonschool experiences are more conducive to literary development. Six appendixes list the categories and subcategories of nonschool, prior school, and present school factors that constrain and foster literacy development. (Contains 36 references.) (MDM)

ED 371 604 FL 022 238

Odisho, Edward Y.
The Alphabet and Spelling Connection: Insights from Non-Native Learners of English.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Definitions; Elementary Secondary Education; *English (Second Language); Graphemes; Language Research; *Letters (Alphabet); Phoneme Grapheme Correspondence; Phonemes; *Second Language Instruction; *Second Language Learning; *Spelling; Spelling Instruction; Teaching Methods

This paper reviews recent research on English spelling and the alphabet, and examines the alphabet in terms of symbols, letter-names, and sounds. English is considerably less phonetic than most Western languages, with many symbols having more than one sound. This factor makes spelling difficult for learners of English as a Second Language (ESL) or Foreign Language (EFL). The recognition that the alphabet has three distinct identities, as a group of symbols, letter-names, and sounds, not only leads to better understanding of the role of the alphabet, but also helps in a better understanding of the manner in which the three identities relate to the acquisition of different language skills, including spelling. Such understanding becomes even more important in the instruction of language minority, ESL, and EFL students. Elementary and secondary curriculum and instruction should clearly define the objectives and teaching strategies that are most appropriate for the implementation of the three identities and their functions within one language and across languages. (MDM)

ED 371 605 FL 022 240

Kang, Hee-Won; Gillotte, Helen
When Background Knowledge Doesn't Help: Helping Young Readers Cope.
PUB DATE- 15 Apr 93

This study attempts to identify what mechanisms might be used to reduce gender bias in two highly inflected languages, Greek and Arabic. Twenty native speakers of Greek and Arabic attending Georgetown University in Washington, D.C., were surveyed for the experiment. The students were: (1) asked to read a standard job announcement in their native language, in which all of the nouns and pronouns referring to people were masculine, as normally would be the case; (2) asked to whom the passage was addressed (men, women, or both); (3) provided with background materials on gender bias in language; and (5) asked to complete a new job announcement using gender-neutral language. Ten students felt the original announcement was addressed to both genders, seven to men only, and three to men only or men and women. The students advocated using both the masculine and feminine form of the word with slash marks, using both endings with slash marks, substituting genderless forms, or making no changes. Five appendixes contain the job announcement, an explanation of gender-biased language, the announcement to be completed with gender-neutral elements, student attitudes concerning the original announcement, and mechanisms for reducing gender bias in Greek and Arabic. (MDM)

ED 371 626 FL 022 274

Oladejo, James
Problems and Prospects of ESP in Multilingual Learning-Contexts: An Alternative Approach.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the SEAMEO RELC Conference (28th, Singapore, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *English for Special Purposes; Foreign Countries; Higher Education; Instructional Materials; *Language Attitudes; Language Teachers; Multilingualism; Secondary Education; *Second Language Instruction; Student Attitudes; Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Papua New Guinea

This paper examines some of the problems that are faced by teachers and students in the teaching and learning of English for special purposes (ESP) in multilingual nations such as Papua New Guinea. A survey of 125 students recently admitted to the University of Technology in Papua New Guinea found that although 98 percent knew that English was the sole language of instruction at the institution, only 49 percent expected to study English as a subject in any form as part of their curriculum. Many students looked upon English as a subject of study necessary only to gain entrance into the university, and had little motivation to study it past the secondary level. Other problems faced by teachers and students include the multilingual background of the learners, lack of cooperation from teachers of other subjects, the need to import language materials, poor levels of language teacher training, and large class sizes. An alternative approach to ESP is suggested, one in which the learner's native language and other languages in the learner's environment play a major role in tertiary education. The importation of culturally and educationally irrelevant materials is noted along with the urgent need for teacher training reform. (MDM)

ED 371 627 FL 022 277

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Curriculum; College Instruction; *Colleges; College Students; Educational History; Foreign Countries; Government Role; *Higher Education; Research Libraries; Student Unions; *Universities
IDENTIFIERS- *Norway

This monograph examines the state of higher education in Norway. Fifteen chapters cover: (1) "The Norwegian Background"; (2) "The Educational System"; (3) "Institutional Units of Higher Education"; (4) "The Financing of Higher Education"; (5) "The Administrative Structure"; (6) "The Teaching and Research Staff"; (7) "Structure and Content of Course Programmes"; (8) "The Students"; (9) "Foreign Students in Norway"; (10) "Graduates"; (11) "Research Activities"; (12) "Student Social and Financial Benefits"; (13) "International Cooperation within Education"; (14) "Libraries and Reference Services"; and (15) "Annexes," which includes the names and addresses of government educational offices, universities, colleges, regional boards of higher education, national education councils, research libraries, student unions, and student welfare organizations. (MDM)

ED 371 647 HE 027 488

Barrows, Leland C., Ed.
Higher Education in Turkey. Monographs on Higher Education.
PUB DATE- Dec 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Education; *College Administration; College Curriculum; College Instruction; *Colleges; College Students; Distance Education; Educational History; Foreign Countries; Government Role; *Higher Education; Research Libraries; Student Unions; *Universities
IDENTIFIERS- *Turkey

This monograph examines the state of higher education in Turkey. Thirteen chapters cover: (1) "General Information on Turkey"; (2) "The Historical Development of Higher Education"; (3) "Administrative Structure"; (4) "The Teaching Staff"; (5) "Access to Higher Education"; (6) "Content and Organization of Course Programmes"; (7) "Diplomas and Degrees"; (8) "Higher Education for Foreign Students"; (9) "University-Level Distance Education in Turkey"; (10) "Research Activities and Libraries"; (11) "Costs and Services"; and (12) "Appendices," which include a list of universities and programs offering instruction in English, course programs constituting the eight recognized broad fields of study, and addresses and telephone numbers of universities and higher education administrative bodies; and (13) "Index." (MDM)

ED 371 648 HE 027 489

Hills, Graham
Universities of Tomorrow. CEPES Papers on Higher Education.
PUB DATE- 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

relationship with students, and preparation/planning. Findings for class size were inconsistent but indicated that classroom/lab management, professional skills and relationship with students were significant while manner of presentation and course preparation were not. Course level appeared to be a consistent variable that displayed the greatest effect on student evaluation with students in more advanced courses indicating greater satisfaction with the instructor's performance. Results also consistently showed that, as absenteeism increased, student evaluation of instruction was less favorable. A copy of the instructor evaluation rating scale is attached. (JB)

ED 371 668   HE 027 509

McPherson, Michael S.; And Others
Paying the Piper: Productivity, Incentives, and Financing in U.S. Higher Education. The Economics of Education.
PUB DATE- 93
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Budgeting; Capital; Costs; Educational Economics; *Educational Finance; Educational Quality; Expenditures; Federal Programs; Financial Exigency; Financial Policy; Financial Support; *Higher Education; *Incentives; Income; *Productivity; School Accounting; Student Financial Aid; Tenure

This volume contains 14 papers on productivity, incentives, and financing in U.S. higher education, issues of particular urgency in light of revenue shortfalls, expenditure pressures, and controversies that have shaken public confidence in higher education. Part 1 contains two background papers: "Introduction" (Michael S. McPherson, Morton O. Schapiro, and Gordon C. Winston) and "Trends in Revenues and Expenditures in U.S. Higher Education: Where Does the Money Come From? Where Does It Go?" (Scott W. Blasdell, Michael S. McPherson, and Morton O. Schapiro). Part 2 addresses productivity and organization with "The Concept of Productivity As Applied to U.S. Higher Education" (Morton O. Schapiro); "The Economics of Cost, Price, and Quality in U.S. Higher Education" (Michael S. McPherson and Gordon C. Winston); and "The Economics of Academic Tenure: A Relational Perspective" (Michael S. McPherson and Gordon C. Winston). Part 3 looks at student finance: "How Can We Tell if Federal Student Aid is Working?" (Michael S. McPherson); "Federal Student Aid Policy: Can We Learn From Experience?" (Michael S. McPherson); "Measuring the Effects of Federal Student Aid: An Assessment of Some Methodological and Empirical Problems" (Michael S. McPherson and Morton O. Schapiro); and "Robin Hood in the Forests of Academe" (Gordon C. Winston). Part 4 examines institutional finance: "The Effect of Government Financing on the Behavior of Colleges and Universities" (Michael S. McPherson and Morton O. Schapiro); "Total College Income: An Economic Overview of Williams College 1956-57 to 1986-87" (Gordon C. Winston); "The Necessary Revolution in Financial Accounting" (Gordon C. Winston); and "Why Are Capital Costs Ignored by Nonprofit Organizations and What Are the Prospects for Change?" (Gordon C. Winston). Part 5 offers a conclusion, "The Next Frontier in Higher Education Economics" (Michael S. McPherson, Morton O. Schapiro, and Gordon C. Winston). Contains extensive references with each chapter. (JB)

ED 371 669   HE 027 510

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; Access to Education; Administrator Attitudes; *College Faculty; *Educational Environment; Foreign Countries; Governance; *Higher Education; *International Studies; Quality of Working Life; Research; Role of Education; Student Characteristics; Surveys; *Teacher Attitudes; Teacher Characteristics; *Teacher Role; Work Environment
IDENTIFIERS- Australia; Brazil; Chile; Germany; Hong Kong; Israel; Japan; Korea; Mexico; Netherlands; Russia; Sweden; United Kingdom; United States

This report examines the results of an international study of higher education systems, based on surveys of approximately 1,000 faculty in each of the following nations: United States, Germany, the Netherlands, Russia, Sweden, United Kingdom, Hong Kong, Japan, Korea, Brazil, Chile, Mexico, Israel, and Australia. Findings are organized around seven major themes: the profile of the professoriate, access to higher education, professional activities, working conditions of faculty, governance in the academy, higher education and society, and the international dimensions of academic life. Results indicated that: (1) the majority of faculty worldwide are male and middle-aged; (2) most faculty believe that higher education should be available to everyone who meets the minimum qualifications, but admission standards should not be lowered to admit disadvantaged students; (3) students currently enrolled are ill-prepared in language and math skills; (4) the majority of professors in several countries reported their interests lie primarily in teaching, while the majority in other countries preferred research; (5) in almost all countries, a strong record of successful research is important for faculty advancement; (6) professors reported a high sense of satisfaction with their intellectual lives, the courses they teach, and their relationships with colleagues, but are concerned about salaries; (7) faculty felt that academic freedom was protected nationally, but sometimes not supported by campus administrators; (8) professors felt an obligation to apply their knowledge to social problems; and (9) connections with scholars in other countries were seen as very important. Seventy figures illustrate survey findings. (JDD)

ED 371 687 HE 027 529

Annunziato, Frank R., Ed.
Unionization among College Faculty-1993.
PUB DATE- Feb 93
NOTE- 15p.; For the 1992 report, see ED 344 517; for the 1994 report, see HE 027 537.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Contracts; *Elections; Faculty College Relationship; Higher Education; Incidence; Negotiation Agreements; Trend Analysis; Union Members; *Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; Communication Workers of America; National Education Association

This newsletter theme issue analyzes college faculty union organization activities during 1992. It notes an increase in the number of collective bargaining agents, as eight collective bargaining elections were won by the American Association of University Professors (AAUP), American Federation of Teachers degrees conferred at the Bachelor's, Master's, and Doctoral levels and specific issues to be addressed in program review reports. (JDD)

ED 371 706 HE 027 549

Hines, Edward R.; Pruyne, Gwen
State Higher Education Appropriations, 1993-94.
PUB DATE- Feb 94
NOTE- 53p.; For the 1992-93 edition, see ED 365 262.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Financial Support; *Higher Education; *State Aid; State Government; State Universities; Student Financial Aid; *Tax Effort; *Trend Analysis

This report describes and analyzes state support for higher education in fiscal year 1994. The report provides an analysis of funding trends nationwide; a national map showing percentages of 2-year gains for all states; a table showing appropriations amounts by state for the most recent 3 years as well as percentage changes; a table showing state tax appropriations per capita and per $1,000 of personal income, along with national rankings; and individual state tables showing total state tax appropriations for higher education. The report reveals that after 2 especially negative years, support to higher education has turned around in a majority of the states. While the gains reported by states are not huge by comparison, they are impressive in the aggregate, with a near record total of $40.8 billion appropriated to higher education by state governments. The trend in higher education support is not distinctly regional, although a greater proportion of southern states did somewhat better than did northern states. The most positive aspects of state support to higher education are the general levels of support in the 12 "megastates," with the exception of California, and levels of support for community colleges and for student financial aid. (Contains 27 references.) (JDD)

ED 371 707 HE 027 550

Sherman, Thomas M.; Kimball, Stephanie
Academic Improvement in Higher Education: A Search for Enduring Effects.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *College Students; Generalization; Higher Education; Improvement Programs; Land Grant Universities; Learning Strategies; *Living Learning Centers; *Military Training; *Outcomes of Education; Program Development; Program Evaluation; Program Implementation; Remedial Programs; Research Universities; School Holding Power; Student Attitudes; *Student Improvement; *Study Skills; Transfer of Training

This 6-year project sought to develop programs to impact student academic success and retention. Three separate programs were developed to serve the learning improvement needs of different constituents and situations. All programs were offered at a

ED 371 726 IR 016 680

Sivin-Kachala, Jay; Bialo, Ellen R.
Report on the Effectiveness of Technology in Schools, 1990-1994.
SPONS. AGENCY- Software Publishers Association, Washington, DC.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Computer Software Development; *Computer Uses in Education; Courseware; *Educational Research; *Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Intermode Differences; Literature Reviews; Student Attitudes; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Learning Environments

This report summarizes the educational technology research conducted from 1990 through 1994. It is based on 133 research reviews and reports on original research projects from both published and unpublished sources. This research varied in methodology: some studies used a technique for synthesizing and analyzing data from many different studies; some compared the use of technology to traditional instructional methods; some compared the use of technology under different learning conditions; and some utilized classroom observation. The report is divided into three sections: (1) "Effects of Technology on Student Achievement"; (2) "Effects of Technology on Student Self-Concept and Attitudes about Learning"; and (3) "Effects of Technology on Interactions Involving Teachers and Students in the Learning Environment." A list of conclusions drawn from the analysis is included, as well as a bibliography of the research cited. (Contains 170 references.) (JLB)

ED 371 727 IR 016 699

Holmes, Glen A.; Branch, Robert C.
Cable Television in the Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cable Television; Distance Education; Educational Media; Educational Technology; *Educational Television; Elementary Secondary Education; Programming (Broadcast); School Business Relationship; Technological Advancement
IDENTIFIERS- ERIC Digests; Examples

Using cable television in the classroom allows teachers to include the latest news and current events in class discussions. However, many educational practitioners are uninformed about the concept and lack the knowledge to implement the technology in the classroom. This digest describes how cable television can be integrated into elementary and secondary classroom instruction. Topics covered include systems that link schools with cable television; current cable network school collaborations; and examples of cable television applications in schools. (Contains 18

PUB DATE- 88
NOTE- 426p.; For the proceedings of the 18th conference, see ED 352 931.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cable Television; Computer Assisted Instruction; Curriculum Development; Desktop Publishing; Educational Assessment; Educational Media; Educational Research; *Educational Technology; Elementary Secondary Education; Ethics; Higher Education; Hypermedia; Imagery; Instructional Design; Interactive Video; *Photography; Reading Skills; Thinking Skills; *Visual Learning; *Visual Literacy

This volume contains 47 papers presented under the following four major categories: (1) "Visual Literacy and Education," including curriculum development, teaching visual literacy, thinking skills and visual literacy, teaching video production techniques, teacher education, cable television in public schools, using filmstrips in the classroom to develop comprehensive skills, alternative school assessment methods, visual literacy and the language arts, visual presentation and gender, interactive videodiscs, and computer assisted instruction and language arts (15 papers); (2) "Visual Literacy and Technology," including television technology, wayfinding and online public access catalogs, young publishers, desktop publishing, role of the electronic media, electronic texts, and scriptwriting (11 papers); (3) "Visual Literacy and Research and Theory," including investigation of narrative television technology, Einstein's perceptual theory in films; interpretation of image content, learning styles, cognitive style and contextual backgrounds, developmental techniques and the affective domain, hypertext, visual intelligence training, and television courses (10 papers); and (4) "Visual Literacy and Art, Aesthetics and Values," including art as instrument of vision, visual literacy for the non-artist, image creation, computer generated graphics, photography, ethics and visual literacy, and visual values (11 papers). Most of the papers contain references. (JLB)

ED 371 749 IR 055 070

Hodes, Carol L.
The Role of Visual Mental Imagery in the Speed-Accuracy Tradeoff: A Preliminary Investigation.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; Learning Processes; *Learning Strategies; Pictorial Stimuli; *Recognition (Psychology); *Time on Task; Undergraduate Students; *Visual Learning
IDENTIFIERS- Graphical User Interfaces; *Visual Imagery

This study investigates the relationship between speed of recognition and accuracy of the responses when visual mental imagery is controlled through imagery instructions. The procedure was to compare the achievement of learners where the independent variable was imagery instructions. The subjects were two 20-person groups of undergraduates from a small liberal arts college. The experimental treatment consisted of the same materials for each group--a 5-page, 1200-word instructional booklet about a graphical user interface (GUI) computer operating system. The sessions were administered

ED 371 769 IR 055 103

Dow, Ronald F.; Avery, Christine
Salary Survey of Pennsylvania Academic Libraries, 1992 and 1993.
PUB DATE- Oct 93
NOTE- 50p.; For 1988-1991 surveys, see ED 352 069.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Librarians; Library Associations; Library Statistics; Library Surveys; Questionnaires; Research Libraries; *Salaries; State Surveys; Work Experience
IDENTIFIERS- Pennsylvania Library Association

Two separate reports combined here present the fifth and sixth annual salary surveys of the academic libraries of Pennsylvania. Questionnaires were sent to libraries at 141 two-year, baccalaureate, comprehensive, and doctoral granting colleges and universities. Responses were received from 96 institutions for a return rate of 68% to the 1992 survey. Responses to the 1993 survey were received from 86 institutions for a return rate of 61%. The survey follows the Association of Research Libraries (ARL) Salary Survey model. The results of the survey are reported in 14-15 tables. The following information is included: professional staff by salary bracket; distribution of beginning professional salaries; distribution of professional staff by experience; number and average salaries of academic librarians by years of experience; average salaries and experience by metropolitan area; number and average salaries and experience by institution and position; number and average experience of librarians by position; average salaries for experience cohorts in selected positions; number and average salaries of librarians by American Association of University Professors (AAUP) category; number and average salaries of librarians by type of institution; number and average salary of minority librarians by position; distribution of minority librarians by metropolitan area; and number and average experience of minority librarians by position. A list of the participating libraries and the questionnaire are included in the appendices. (JLB)

ED 371 770 IR 055 108

Naber, G.
An Agricultural Library: Its Start and Management. Publication 50.
PUB DATE- 91
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agriculture; Foreign Countries; *Library Administration; Library Automation; *Library Collection Development; Library Development; Library Facilities; Library Funding; Library Instruction; Library Material Selection; Library Personnel; *Library Planning; Library Services; *Special Libraries
IDENTIFIERS- *Agricultural Information; *Agricultural Libraries; Netherlands

This book is designed to provide the information needed to start following initial attendance at a sub-baccalaureate institution, thereby including students who attend another institution without "formally" transferring. The sub-baccalaureate systems included in the report are community colleges, private vocational schools, technical colleges, and the University of Minnesota campuses at Crookston and Waseca. Baccalaureate systems include private colleges, state universities, and the University of Minnesota campuses at Duluth, Morris, and the Twin Cities. This report provides transfer data by full-/part-time status; age; gender; racial/ethnic status; and student level for students entering sub-baccalaureate institutes between fall 1984 and fall 1988 who transferred to a baccalaureate institution within 3 years after entry. Changes in transfer rates over time are detailed. Lists of Minnesota community and technical colleges grouped by presence or absence of public baccalaureate institutions in the same community, and of Minnesota private vocational schools and baccalaureate institutions are included. (MAB)

ED 371 788   JC 940 381

Los Angeles Community College District Annual Report, 1993.
PUB DATE- 94
NOTE- 13p.; Document contains photographs which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Budgets; Community Colleges; *Cooperative Programs; Corporate Support; Educational Finance; Education Work Relationship; *Partnerships in Education; Resource Allocation; *School Business Relationship; *School Demography; School Statistics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

This 1993 annual report provides information on student demographics, college programs, and educational finances in the Los Angeles Community College District (LACCD), which, with more than 117,000 students, is the largest community college district in the nation. The report begins with a statement from Donald Phelps, the outgoing chancellor of the district, who offers an overview of district achievements in shared governance, racial integration of senior administrations, and district finances during the 5.4 years of his tenure in office. Next, a statement by Board President David Lopez-Lee considers the impact of declining funds on the LACCD. The next section provides a district overview highlighting the following: (1) 34% of the LACCD's population is Hispanic, 30% White, 18% African-American, 16% Asian, and 2% other ethnicities; (2) to make up for the shortfall in state subsidies, LACCD colleges offer special programs in partnership with businesses and corporations, including East Los Angeles College's real estate appraising program sponsored by TRW and Harbor College's program sponsored by Hyundai Motor America to train auto mechanics; (3) each of the district's nine colleges has become a center for retraining laid-off workers; (4) the LACCD has developed an innovative international education program that has served over 2,600 international students and sent 200 students to study abroad; and (5) the LACCD's budget for the 1992-93 school year totaled $378,124,507. Graphs showing student sex, age, ethnic background, educational goal, time of attendance, and hour load; and district revenues and appropriations are included. The remainder of the annual report

Curriculum," by Barry VanderKelen; (4) "Graduation Requirements, General Education, and the Liberal Arts," by Charles R. Brinkman, IV, providing an analysis of curricular offerings and graduation requirements at 40 colleges; (5) "Compelling Numbers: English as a Second Language," by Jan M. Ignash, discussing the curricular implications of a rapidly growing English as a Second Language population; (6) "What Influences Community College Ethnic Studies Course Offerings?" by Susan Sean Swayze; (7) "Analyzing Community College Student Transfer Rates," by Arthur M. Cohen; (8) "Examining the Relationship Between the Liberal Arts, Course Levels, and Transfer Rates," by William B. Armstrong and Melissa Mellissinos; (9) "Curriculum and Minority Students," by Shannon M. Hirose; and (10) "Conclusion: The Future for Curriculum and Transfer," by Arthur M. Cohen. (MAB)

ED 371 805   JC 940 408

Boughan, Karl
Nursing Student Performance, 1986-1993: Preliminary Findings. Program Evaluation PE93-1.
PUB DATE- Apr 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Colleges; *Licensing Examinations (Professions); Longitudinal Studies; *Nursing Education; *Outcomes of Education; *Remedial Instruction; Scores; Student Placement; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

A study was conducted at Prince George's Community College (PGCC), in Maryland, to evaluate nursing student performance from point of admission to the taking of the National Council Licensure Examination (NCLEX). A sample of 853 students who enrolled in the nursing program entry course between fall 1986 and spring 1992 were surveyed to determine progress and performance of developmental students, the relationship between placement test scores and NCLEX results, the effect of repeating courses on progress and performance, the effect of science aptitude and performance in biology prerequisites on nursing students outcomes, performance of transfers and students who "test out", and the number of students that should be accepted to the program to graduate 100 per year. Significant findings include the following: (1) nearly half the students avoided placement testing or failed to complete required developmental coursework; (2) among those needing remediation, completion of coursework yielded only modest gains in graduation probability; (3) a strong relationship was found between placement English scores and NCLEX pass rates, a fair relationship was found for reading scores, but no relationship was found for math scores; (4) while most students who repeated a nursing course passed it the second time, repeaters generally had trouble with the following course; and (5) to graduate an average of 100 students per year, 167 would have to enter the program annually. (KP)

ED 371 806   JC 940 409

Gonzales, Frank S.; Hayner, Claudia
Cuesta College Student Equity Plan.
PUB DATE- Feb 94
NOTE- 95p.; Document printed on colored stock.
LANGUAGE- English

DESCRIPTORS- Demography; *Educational Attitudes; Educational Policy; Educational Trends; Elementary Secondary Education; Financial Support; *Instructional Materials; Lobbying; *Parent School Relationship; Partnerships in Education; Politics; *Politics of Education; *Public Relations; *School Community Relationship

Focusing on the need to restore public confidence in the American educational system, this manual presents ideas, information, and strategies to assist educators in developing and improving school-community relations. It contains 160 short instructional outlines organized into 9 units: (1) Basic Concepts of Home-School-Community Relations; (2) Demographic Trends That Affect Public Education; (3) School and Home as Partners; (4) Advisory Committees and Volunteer Programs; (5) Community Power Structure and Political Realities; (6) Partnerships and Collaboration; (7) Two-Way Communication: Listening and Telling; (8) Planning and Evaluating a Public Relations Program; and (9) Tracking Issues and Responding to Crisis. Each unit contains a list of suggested readings. A list of relevant national organizations and information sources is included. (MDM)

ED 371 823   PS 022 282

Mott, Frank L.; Quinlan, Stephen V.
The Ten-and-Over Years: Self-Reports from the Children of the NLSY: 1990 Tabulations and Summary Discussion.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Nov 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *At Risk Persons; *Child Behavior; *Childhood Attitudes; Children; Educational Attitudes; Extracurricular Activities; Family Relationship; Intermediate Grades; National Surveys; Parent Child Relationship; Questionnaires; Religion; Secondary Education; Sexuality; Substance Abuse; *Youth
IDENTIFIERS- *National Longitudinal Survey of Youth

This report supplements data acquired from the National Longitudinal Survey of Youth (NLSY), a continuing survey of 12,600 individuals interviewed annually since 1979, when they were 14 to 22 years of age. Specifically, the report presents data acquired through a 1990 supplemental survey of the female participants' children. A total of 1,116 children between the ages of 10 and 19 responded, 80 percent of whom were born when their mothers were between 16 and 20 years old. The 60-item survey included questions relating to: (1) family interaction; (2) rules and decision-making; (3) school attitudes; (4) non-school activities and time utilization; (5) religion; (6) non-normative behavior; (7) substance use; (8) friendship and dating; (9) sexual activity and sex education; and (10) expectations for the future. The results of the questionnaire are provided in both tabular and narrative form. Two appendixes discuss the sample size and item completion rates and provide a copy of the child self-administered supplement questionnaire. (MDM)

ED 371 824   PS 022 330

Frye-Osier, Jack
The Wisconsin Guide to Childhood Hearing Screening. Bulletin No.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Environment; *Day Care Centers; *Design Requirements; *Dramatic Play; *Manipulative Materials; Preschool Education; *Pretend Play
IDENTIFIERS- *Play Centers

Changing the dramatic play area in a child care setting promotes creativity and gives children the chance to experience a place they may never experience in real life. Whenever possible, the children should be involved in the process of changing the area, by moving furniture and exchanging props, as well as brainstorming ideas for changes. The dramatic play area can be changed as little as once or twice a year, or with every theme, depending on the setting and the children. When available, donated items are good and less expensive additions to the dramatic play area. Real items as well as pretend items can be used at all times, to contribute to both the creativity and the excitement of children's dramatic play. This booklet provides sketches of several dramatic play settings, including a list of possible materials. Illustrations are provided for a: (1) kitchen or restaurant; (2) office; (3) animal hospital; (4) campground; (5) rain forest; (6) space; (7) ocean; (8) beach; (9) museum; (10) theater; (11) doctor's office; (12) court room; (13) fire station; (14) police station; (15) fix-it shop; (16) beauty parlor; (17) cruise ship; and (18) box land. (AC)

ED 371 843 PS 022 430

Benson, Tammy R.
Needed: Playleaders--The Adult's Role in Children's Play.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Caregiver Role; *Children; Dramatic Play; Early Childhood Education; Educational Strategies; Environmental Influences; *Intervention; Learning Activities; *Play; Pretend Play
IDENTIFIERS- *Play Leaders; Play Style

Research on play and its positive effect on children's development is abundant. Adults can ensure that children receive the full benefits of play by becoming effective playleaders and by guiding children through enriching play experiences. Adults need to let children know that play is an important part of their educational experience. This can be accomplished by encouraging play and allowing sufficient time for children to play, both at home and in early childhood programs. Adults also need to realize that much can be learned about children from observing their play behavior. Adults should plan, create, and maintain an appropriate physical and social environment conducive to play. They also need to know when and how to intervene in children's play, and how to successfully enter and exit children's play episodes. (Contains 24 references.) (MDM)

ED 371 844 PS 022 432

Ward, Christina D.

described and analyzed through verbatim examples from the videotapes. Both obvious and subtle gender experiences were identified from the positionings that the children constructed for themselves and those that were offered by others. Obvious positionings were identified as "feminine," "masculine," "identifying with peer culture," "participating in peer culture," and "pretending." Fifteen subtle gender positionings were observed, such as "affectionate," "aggressing," "attached," and "helping." Whereas some subtle positionings usually associated with females, such as "cooperating" and "playing with adults," were in fact observed more often in the males in this study, the majority of positionings followed expected gender associations. Overall, the study found that gender identity formation was integrated with other social processes, such as becoming a student and peer. (Contains 27 references.) (MDM)

ED 371 864 PS 022 465

Chase, Penelle; Doan, Jane
Full Circle: A New Look at Multiage Education.
PUB DATE- 94
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Innovation; Elementary Education; *Grouping (Instructional Purposes); Literature Reviews; *Mixed Age Grouping; *Nontraditional Education; Parent Attitudes; Personal Narratives; Program Descriptions; Teacher Attitudes; *Teaching Methods

Noting that there is a great demand for information to help educators learn about and develop programs in multiage education, this book shares many ideas on multiage instruction. The 12 chapters of the book are: (1) "Circling Back" (Jane Doan), on the resurgence of interest in the multiage movement; (2) "One Day" (Penelle Chase), exploring a day in the multiage classroom; (3) "Our Views" (Jane Doan), a discussion on teachers' personal beliefs and thoughts on multiage education; (4) "Valuing" (Penelle Chase), on what students value and what teachers value about the students; (5) "The Little Room" (Jane Doan), on dramatic play in the multiage setting; (6) "The Pumpkin Project" (Penelle Chase), about an integrated learning project; (7) "Widening Circles" (Penelle Chase and others), writings that address many of the questions asked about multiage education; (8) "Multiage: A Parent's View," (Katy Alioto), a parent's perspective on the multiage environment; (9) "Safe and Successful: Emotionally Disturbed Children in the Multiage Setting" (Kathy McDonough and Katie Johnson), describing how this structure benefits a group of special needs students; (10) "From Multiage to Multiple Ways of Knowing: Discovering the Strengths of Our Children" (Jean Anne Clyde), reporting on research with a primary multiage class; (11) "Creating and Sustaining a Multiage Vision" (Gary MacDonald), relating how a small rural school restructured from traditional to multiage classes; and (12) "Multiage Grouping: Implications for Education" (Diane E. McClellan), a literature review on multiage grouping. Most of the chapters include references. (TJQ)

ED 371 865 PS 022 466

Pelletier, Jean-Gerard
Severe Malnutrition: A Global Approach.

NOTE- 37p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; British National Curriculum; *Classroom Techniques; Cognitive Development; Early Childhood Education; *Educational Practices; *Educational Trends; Federal Regulation; Foreign Countries; Literacy; Mathematics Education; *Preschool Curriculum; *Preschool Education; Science Education; Social Development; *Teaching Methods
IDENTIFIERS- *United Kingdom

This booklet reports and comments upon recent trends and issues that have influenced the education of children under age 5 in the United Kingdom. It is based on over 300 inspections of nursery and primary schools undertaken between 1985 and 1988. Following a brief introduction that outlines the educational provisions for preschoolers in the United Kingdom, the report examines some of the principles underlying the preschool curriculum. The report goes on to explore such topics as: (1) personal, human, and social learning and experience; (2) language and literacy; (3) mathematical learning and experience; (4) scientific learning and experience; (5) technological learning and experience; and (6) aesthetic, creative, and physical learning and experience. Each section includes examples of good practice in the classroom setting and discusses implications of the National Curriculum for such teaching practices. (MDM)

ED 371 885 PS 022 514

Caring for Infants and Toddlers in Groups: Necessary Considerations for Emotional, Social, and Cognitive Development.
PUB DATE- Apr 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Book Reviews; *Child Development; Cognitive Development; *Day Care; Day Care Centers; Day Care Effects; Early Childhood Education; Emotional Development; Family Day Care; *Infants; Instructional Materials; Peer Relationship; Program Effectiveness; Public Policy; *Staff Development; *Toddlers; Training
IDENTIFIERS- Quality of Environment (Child Care); Welfare Reform

This special issue focuses on infant and toddler child care. The title article, by J. Ronald Lally and others, examines the sources of problems in the management and planning of quality child care. It also explores six key components of early group experience: group size, quality of the physical environment, primary caregiving assignments, continuity of care, cultural and familial continuity, and meeting the needs of the individual within the group context. Other articles include: (1) "Making Family Day Care Work for Infants and Toddlers" (Mary Larner); (2) "Helping Toddlers with Peer Group Entry Skills" (Alice Sterling Honig); (3) "Developing Supportive Relationships in Child Care: A Training Initiative of the Northeast Florida City TOTS Team" (Virginia Greiner and others); (4) "Providing Goal-Directed Technical Assistance to State Policymakers: Lessons learned by Zero to Three's Better Care for Babies Project"; and (5) "Welfare Reform, Child Care, and Families with Infants and Toddlers" (Bernice Weissbourd and J. Ronald Lally). The journal also has reviews of 3 situation in affective education by country and offer examples of affective education lessons. (TJQ)

ED 371 905 PS 022 579

Early Childhood Programs: Many Poor Children and Strained Resources Challenge Head Start. Briefing Report to the Chairman, Subcommittee on Children, Family, Drugs and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- May 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Programs; *Disadvantaged Youth; *Educational Improvement; *Educational Needs; Educational Policy; Enrollment; Government Role; Outcomes of Education; Poverty; Preschool Education; Program Implementation
IDENTIFIERS- Europe; *Project Head Start; United States

This report highlights the major themes and policy implications for implementing Head Start and other early childhood programs. The report is a synthesis of already issued and preliminary information from GAO reports and reviews that examined federal and state center-based programs, barriers to Head Start service delivery, and early childhood systems abroad. Major themes examined include the following: (1) preschool participation is low among poor children; (2) efforts to provide access to eligible children are being hampered by too few qualified staff, rising costs, and limited community resources; (3) among all disadvantaged children attending preschool, more than half are in programs other than Head Start; and (4) some European countries have created integrated, seamless early childhood systems that avoid some the problems experienced by programs in the United States. In exploring policy implications, the report recommends the following considerations: (1) that sufficient Head Start funds may not be going to areas of highest poverty; (2) that solving problems reported by Head Start delegates and grantees could strain the program's ability to improve quality; (3) that linking Head Start services to those provided by other early childhood centers may be one way to increase the level of services to disadvantaged children in these centers; and (4) that if the United States is to move to a more seamless early childhood policy, policymakers must consider many issues, including who participates, what training and benefits early childhood teachers will receive, and the cost factors entailed by such change. (HTH)

ED 371 906 PS 022 592

Ross, Ann; Olsen, Karen
The Way We Were...The Way We CAN Be: A Vision for the Middle School through Integrated Thematic Instruction. Second Edition.
PUB DATE- 93
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Technique (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Curriculum Development; Educational Change; Integrated Activities; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Student Evaluation; Teaching Methods; *Thematic Approach

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Blacks; Cultural Background; *Delivery Systems; Demography; *Disadvantaged; Elementary Secondary Education; *Health Needs; High Risk Students; Identification (Psychology); *Migration Patterns; Minority Groups; *Rural to Urban Migration; Rural Urban Differences; Student Attitudes; *Subcultures; Urban Areas; Urban Population
IDENTIFIERS- Appalachian Culture; *Appalachian People

This book consists of 14 essays that focus on the condition of urban Appalachians (former migrants to cities from Appalachia and their descendants). Chapters address issues of health, environment, education, and cultural identity in an urban Appalachian context, and are meant to be a resource for educators and health and human service professionals involved with this social sector. Part I covers current migration patterns, recent demographic information, and cultural perseverance among urban Appalachians. Part II is devoted to health-care and environmental concerns of urban blacks and Appalachians. Part III focuses on social and educational issues of urban Appalachian children, particularly those marginalized by poverty or neighborhood. Individual chapters are as follows: (1) "Living City, Feeling Country: The Current Status and Future Prospects of Urban Appalachians" (P. J. Obermiller and M. E. Maloney); (2) "Looking for Appalachians in Pittsburgh: Seeking Deliverance, Finding the Deer Hunter" (P. J. Obermiller and M. E. Maloney); (3) "The Sense of Place and Cultural Identity among Urban Appalachians: A Study in Postdeath Migration" (P. J. Obermiller and R. Rappold); (4) "Appalachian Women: Between Two Cultures" (H. V. McCoy and others); (5) "Urban Appalachian Health Concerns" (P. J. Obermiller and R. W. Oldendick); (6) "Health Education Strategies for Urban Blacks and Appalachians" (P. J. Obermiller and W. S. Handy, Jr.); (7) "The Health Status of Children Living in Urban Appalachian Neighborhoods" (M. K. Brown and P. J. Obermiller); (8) "Concerning Contamination: Attitudes on Environmental Issues among Urban Minority Groups" (P. J. Obermiller and A. Smith); (9) "A Case for Naturalistic Assessment and Intervention in an Urban Appalachian Community" (D. Barnett and others); (10) "Urban Appalachians and Professional Intervention: A Model for Educators and Social Service Providers" (L. R. Helton and others); (11) "Echoes from the Hill: Urban Appalachian Youths and Educational Reform" (E. M. Penn and others); (12) "Readin', Writin', and Route 23: A Road to Economic but Not Educational Success" (J. S. DeStefano); (13) "Social Change and Urban Appalachian Children: Youth at Risk" (K. M. Borman and D. Stegelin); and (14) "Appalachians in Cities: Issues and Challenges for Research" (R. H. Halperin). The book contains over 250 references, an index, and author profiles. (LP)

ED 371 925 RC 019 681

Costarelli, Sandro, Ed.
Children of Minorities: Gypsies. Innocenti Insights.
PUB DATE- 93
NOTE- 79p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Child Health; Cultural Differences; Elementary Secondary Education; Foreign Countries; *Migrant Children; Migrant Education; Migrant Housing; *Migrant Problems; Migrants; *Minority Groups; *Social Discrimination

help the group see that composting is nature's way of recycling; (7) explore the need to recycle traditional plastics; (8) help the group focus on the range of possibilities for packaging with biodegradable polymers; and (9) help the group explore ways to increase public awareness about biodegradable polymers while emphasizing the need to reuse, reduce, and recycle. Seven appendices contain information and activities about earth cycles, landfills, composting, labeling, packaging, and letter writing. (MDH)

ED 371 944 SE 054 595

Slattery, Britt Eckhardt
WOW! The Wonders of Wetlands. An Educator's Guide.
PUB DATE- 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Class Activities; Educational Games; Elementary Secondary Education; Environmental Education; Lesson Plans; *Outdoor Activities; *Plants (Botany); *Soil Science; Teaching Guides; Units of Study; Water Pollution; Water Quality; *Water Resources; *Wetlands; Wildlife
IDENTIFIERS- Environmental Issues

Wetlands are valuable areas that provide clean water, flood protection, sources of food, recreational opportunities, and various forms of wildlife. This guide is designed to meet the need for comprehensive classroom and outdoor wetland activities for grades K-12. The guide is presented in four sections. An introductory section provides a planning guide with suggested teaching units, background information for teachers about wetlands, and methods of identifying a wetland the class can study. The second section making up the majority of the guide contains the activities. The activities are divided up into five chapters. Chapter 1 contains seven activities to acclimate the class to what a wetland is. Chapter 2 contains 12 activities about wetland plant and animal life. Chapter 3 contains 11 activities about water quality. Chapter 4 contains six activities about the quality and characteristics of wetland soil. Chapter 5 contains two activities about environmental issues related to wetlands. Each activity provides information about the grade level for which the activity is appropriate, educational objectives, suggested teaching methods, time, materials needed, background, and procedures. Two final sections provide a restoration and action guide for students and adults, and a listing of educational supplements, books, films and videos, posters, and organizations to contact for assistance. (MDH)

ED 371 945 SE 054 607

Disinger, John F.; Monroe, Martha C.
Defining Environmental Education. Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 47p.; For other booklets in the series, see SE 054 608-611.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Inservice Teacher Education; Learning Activities;

Bias; Foreign Countries; *Foreign Policy; International Relations; Intervention; *Peace; *Problem Solving; Role Playing; Secondary Education; Social Studies; War; World Problems
IDENTIFIERS- *Bosnia and Herzegovina; *Yugoslavia

The conflict in Bosnia (Yugoslavia) has confronted U.S. leaders with fundamental questions about the use and capability of U.S. power abroad. This document brings the decision facing the United States into the classroom. The unit features a set of four divergent options for U.S. policy toward the Bosnian conflict, and a brief account of Yugoslavia's turbulent history. This unit was developed in response to the immediate crisis in Bosnia. It is meant to serve as the basis for a 1 to 2 day activity. Background reading offers a concise introduction to the events of the 20th century that have contributed to the current crisis in what was once Yugoslavia. The opening section of a report by the United Nations Commission on Human Rights on ethnic cleansing in Bosnia is included as a resource for students to draw upon. Four options for U.S. policy are suggested with variations on each and supporting and opposing arguments for each. The opinions are: (1) use force to stop the genocide; (2) press for a negotiated settlement; (3) contain the conflict to Bosnia; or (4) keep our distance. Initially, students may be best able to work with the options in a role play setting. Small groups can be assigned to act as advocates for an individual option. Following the role play, students should be called on to evaluate the strengths and weaknesses of the options, and voice their own ideas on what U.S. policy should be. (DK)

ED 371 966   SO 023 185

Crisan, Alexandru
Curriculum Reform in Romania.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Decentralization; *Educational Change; *Educational Objectives; Educational Theories; Elementary Secondary Education; Foreign Countries; School Organization; Social Change; Teacher Education; Vocational Education
IDENTIFIERS- *Rumania

This document defines curriculum reform in Romania as the elaboration and progressive setting up of a new educational paradigm unaltered by the outlooks and consequences of the Communist era. Although the strategic and technical aspects of implementing the new reality are still at the stage of advanced working hypotheses, the essential objective and long-term target of the reform is giving up the centralist-demagogic model of education, and the gradual passing to an essentially realistic and dynamic model, flexible and fully adapted to present and future changes of the society. Viewing educational reform as primarily curricular reform, the document is organized in 2 sections. The first section offers a brief but comprehensive image of present and future problems Romania is facing in the field of curriculum development during the transition period. This section discusses the school system; teacher education; and documents, institutions, and decision making in curriculum development. The second section has a more theoretical background and provides elements concerning conceptual tendencies and the priorities for a future strategy violence and social conflict often lie in inequality and injustice. Eleven distinguishing features of the ESR's approach are rooted in beliefs about effective teaching and learning. Descriptions of six activities leading to social responsibility concludes the booklet. (CK)

ED 371 984   SO 023 972

Curricular Standards for Social Studies. Revised.
PUB DATE- Aug 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Elementary Secondary Education; Interdisciplinary Approach; *Outcomes of Education; Program Evaluation; *Social Studies; State Boards of Education; State Curriculum Guides; *State Standards; Thinking Skills
IDENTIFIERS- *Kansas

The primary purposes of the outcomes and accompanying benchmarks for kindergarten through grade 12 social studies in Kansas public schools are to help students become responsible, productive citizens and to help students achieve a sense of personal fulfillment. The outcomes process, standards, and assessment emphasize higher-order thinking skills. Following an introduction, five definitions, and a section on purposes and principles, the document looks at system outcomes use of essential skills and an integrated curricular approach and discusses five student outcomes. The three program outcomes of social studies education are: (1) students will make informed and reasoned decisions about emerging events and persistent issues and dilemmas confronting contemporary societies; (2) students will use appropriate concepts, processes, and tools from a variety of disciplines in thinking critically and creatively about knowledge; and (3) students will develop civic competence and responsibility. For each program outcome description, student outcomes, benchmarks for grade 12, grade 8, and grade 5, and elaboration of outcomes and benchmarks explain how the program outcomes are to be shown in students' performance. A framework illustrates the developing of outcomes and benchmarks by the Kansas State Board of Educators. A list of 10 members of the task force for social studies concludes the curricular standards guide. Contains 46 references throughout. (CK)

ED 371 985   SO 023 981

Harriman, Cliff; And Others
Food for Thought.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Pluralism; *Food; Grade 5; Grade 6; Grade 7; Grade 8; History Instruction; Intermediate Grades; Junior High Schools; *Multicultural Education; Nutrition; Social Studies; *World History
IDENTIFIERS- *Food for Thought Project

This document describes "Food for Thought," a multidisciplinary project for grades 5 through 8, using nutrition as a focal

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; *Community Change; Discussion; Discussion Groups; Foreign Nationals; *Foreign Policy; *Immigrants; International Relations; *Law Enforcement; Nationalism; *Public Policy; Refugees; *Social Change; *Undocumented Immigrants

The discussion guide explores the policy debate over immigration to the United States with regard to economic and quality of life concerns, environmental issues, and ethical considerations. The first article discusses the growing sentiments against immigration while using an historical account of U.S. immigration history and laws. While a consensus exists regarding the need to reduce illegal immigration, disagreement remains as to how many legal immigrants should be accepted. The economic issues revolve around the inconclusive data on the cost or benefit of immigrants and the competition for jobs between native-born citizens and immigrants. The quality of life issues explore the social and cultural concerns of communities and the opposing views of the concern for national character, identity, and political values versus the multicultural values of society. Population growth, the environment, and resource use provide further points to consider. Some basic facts give further information on legal and illegal immigration. Ten key values and concerns present common conflicts that underlie discussions and debates about immigration. Ideas regarding policy issues address current levels of immigration, and reducing both legal and illegal immigration. The discussion guide concludes with 12 questions for discussion. (CK)

ED 372 005 SO 024 061

McKinnon, Mike
Common Ground: Practical Ideas To Promote Interdisciplinary Cooperation between Social Studies and Second Language Instructors.
SPONS. AGENCY- Goethe House, New York, N.Y.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; Foreign Countries; *German; *Instructional Improvement; *Interdisciplinary Approach; *Second Language Instruction; *Social Studies
IDENTIFIERS- *Germany

This document promotes teaching about foreign cultures through the combined efforts of school social studies and foreign language departments. Using the example of Germany and the German language, the document shows how instructors can take an interdisciplinary approach that broadens student exposure to, and thereby learning of, second cultures. Through 12 lessons, students learn the details of life in Germany while simultaneously learning to speak German more fluently. Lessons follow proven classroom instructional strategies that work to

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Citizenship Education; Civics; Constitutional History; *Constitutional Law; Higher Education; *Law Related Education; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Bill of Rights; United States Constitution

This book of essays connects controversies over rights and liberties today to their historical antecedents while explaining how social, political, and cultural changes have influenced understandings of specific provisions of the Bill of Rights. Written for teachers using a collaborative effort, each essay is accompanied by bibliographic information about readily accessible scholarship and a descriptive summary of leading court cases relevant to the subject. Topics covered include religion, speech, press, right to bear arms, due process, property rights, privacy rights, women and the Bill of Rights and the Constitution. The appendix includes the Constitution, a glossary, and a list of relevant court cases. (RJC)

ED 372 026 SP 035 225

A Study of NSF Teacher Enhancement Program (TEP) Participants and Principal Investigators: 1984-1989. Volume I: Summary Report.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 93
NOTE- 60p.; For Volume II: Technical Report, see SP 035 226. A product of the Center for Science and Technology Policy Studies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; Higher Education; *Inservice Teacher Education; *Mathematics Education; Mathematics Teachers; National Surveys; *Program Effectiveness; Program Evaluation; *Science Education; Science Teachers; Secondary School Teachers; *Teacher Improvement; *Teacher Participation; Technological Advancement
IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) supported more than 600 inservice teacher training programs between 1984 and 1989 under its Teacher Enhancement Program (TEP). Two studies were undertaken of TEP: the first was a survey of the 600 Principal Investigators (PIs) who had operated inservice teacher enhancement projects and the second, a survey of individuals who had participated in the projects. The key findings from these studies have been merged for presentation in this summary report, designed to be reviewed quickly in order to find out what was learned from the studies. The findings are presented in 26 bar graphs with a brief commentary on each. The findings are grouped according to topic and PI or participant: areas of science receiving major emphasis in TEP projects, by grade level; areas of mathematics receiving major emphasis in TEP projects, by grade level; discipline of awardees' highest degree; most frequently held goals and objectives; instructional methods and materials as reported by PIs and participants; assessments of the usefulness of various teaching methods and materials; assessments of project outcomes; participants' reports of changes in their teaching activities; changes in student characteristics since TEP experience; post-project activities; other sources of financial or in-kind them they should allow their students to make did make that professor "a little crazy and uneasy." The concept of developmentally appropriate practice was then applied to teaching teachers. The professors began to do virtually everything they asked students to do. By seeing and doing a whole language procedure, verbal transactions about the procedure became concrete and purposeful. The modeling inspired students' confidence in the professors and in themselves. Students developed their listening and speaking skills in discussing, presenting information, and problem solving together. Students participated in Sustained Silent Reading, shared and paired reading, response writing, standard handwriting practice in the context of taking dictations of interesting passages from literature, production of an autobiographical story from prewriting to publishing, storytelling, and development of a thematic unit. The students leave the class with 20 to 25 new ideas, all of which have been demonstrated to some extent. (JDD)

ED 372 043   SP 035 329

Husband, Ronald E.; Short, Paula M.
Middle School Interdisciplinary Teams: An Avenue to Greater Teacher Empowerment.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Comparative Analysis; *Departments; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Participative Decision Making; Professional Development; *School Organization; Secondary School Teachers; Self Efficacy; *Teacher Attitudes; Teacher Effectiveness; *Team Teaching; Work Environment
IDENTIFIERS- *Collaborative Teaching; Reform Efforts; *Teacher Empowerment

This study investigated the relationship between teachers' perceived levels of empowerment in middle level education interdisciplinary teams and departmentally organized programs. Further, it attempted to determine whether significant differences existed in teachers' perceptions of each of six identified subscales of empowerment (decision-making, professional growth, status, self-efficacy, autonomy, and impact) in each program type. The sample included 309 teachers from 16 middle and junior high schools with 154 members of departmentally organized programs and 155 teachers from interdisciplinary teams participating. The results showed that teachers in interdisciplinary teams perceived themselves to be significantly more empowered than departmentally organized teachers on each of the six dimensions of empowerment. In essence, when teachers work in organizations where norms for collegiality exist and a collaborative work environment is facilitated through the interdisciplinary team approach, teachers experience greater decision-making ability, self-efficacy, and confidence. Similar findings from self-directed teams in business and industry further support these results. (Author)

ED 372 044   SP 035 330

Short, Paula M.; Johnson, Patsy E.
Exploring the Links among Teacher Empowerment, Leader Power, and Conflict.

include: getting ready for change and understanding technology; planning, implementing, and institutionalizing a technology staff development program; and special activities for situations and trainers. Within each of the sections, the sourcebook incorporates the following styles of activities: (1) games; (2) role-playing; (3) stories; and (4) learning exercises. Each activity is one page in length and contains title, goal, focus question, strategy, discussion questions, and references. In addition, each section attempts to answer a specific question for the technology leader when training sessions are being prepared. A sectionalized bibliography provides additional, in-depth information about the activities contained in the sourcebook. (LL)

ED 372 063   SP 035 352

Bailey, Gerald D.; Lumley, Dan
Technology Staff Development Programs. A Leadership Sourcebook for School Administrators.
PUB DATE- 94
NOTE- 256p.; For a related document, see SP 035 351.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Leadership Responsibility; Orientation Materials; Principals; *Program Development; Program Evaluation; *Program Implementation; *Staff Development; Training Methods

This sourcebook, designed for school administrators who want to create, implement, and evaluate a technology staff development program, combines technological skills development with strategies and ideas. Two themes are reflected throughout the manual: (1) creating a comprehensive technology staff development program; and (2) the leadership role the administrator plays in facilitating those stakeholders involved in the program. The volume is divided into four parts each representing a stage of the program. The first part contains information administrators will need if a program is being started from scratch; the second part is designed for those who understand technology staff development and are ready to implement change; the third part explains the nuts and bolts of delivery; and the final part presents ways to institutionalize and evaluate the program. Four appendixes provide audits, checklists, and orientation materials keyed to each of the four parts and designed to assist the administrator when working with planning committees and other stakeholders; transparencies that the administrator can use in making presentations to committees or other stakeholders; a glossary of key terms; and an explanation of the research and development process used in constructing and field testing this sourcebook. (LL)

ED 372 064   SP 035 354

Bertrand, Yves
The Bermuda Triangle of Education.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; Elementary Education; *English (Second Language); Individual Characteristics; Influences; Interference (Language); Knowledge Level; Prior Learning; *Reading Comprehension; *Reading Instruction; *Reading Processes; Second Language Instruction; Second Language Learning; Student Attitudes; *Teaching Methods; *Young Children

This paper presents several methods of reading instruction that teachers can use with young readers, particularly learners of English as a Second Language (ESL), to help them cope with potential negative effects of background knowledge. Insufficient or inaccurate background knowledge may cause readers to make inferences or interpretations that are inconsistent with information in the text. Teachers need to make students aware of cultural and individual beliefs and knowledge that may interfere with their ability to accurately understand a text. A process-oriented approach to reading instruction may help students cope with inconsistencies between their beliefs and knowledge and the text. Such an approach teaches strategies that both promote and monitor comprehension. (MDM)

ED 371 606 FL 022 241

Vianna, Jane Mello
Vocabulary Teaching: A Way To Improve Learners' Fluency.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Research; Classroom Techniques; *Communicative Competence (Languages); Dictionaries; *English (Second Language); Foreign Countries; Games; Instructional Effectiveness; *Interpersonal Communication; Language Fluency; Language Usage; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- Brazil

A classroom research project in English-as-a-Second-Language vocabulary development, conducted in an English language school in Brazil, is described. The study had two major aims: to help students build a large lexicon for future use, and to encourage students to be responsible for their own learning by teaching strategies for learning vocabulary. The subjects, 12 intermediate-level students, were first asked to rate their oral performance and vocabulary, and then took a 20-item test on words they would soon encounter in their text. Based on results, activities were selected that would provide opportunities to use vocabulary items naturally for communicative purposes. These included: a game in which each student defines a word and all students are asked to match words with definitions; dictionary use exercises; a bingo game using word stems; a word exchange; description of pictures; creation of "family" groups of students, who must communicate

Tomiyama, Machiko
Longitudinal Second Language Attrition: Case Studies of Japanese Returnees.
PUB DATE- Mar 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Children; Elementary Education; *English (Second Language); Foreign Countries; Interviews; Language Attitudes; Language Fluency; Language Maintenance; *Language Proficiency; *Language Skill Attrition; Longitudinal Studies; Morphology (Languages); Word Recognition
IDENTIFIERS- *Japan

This study examined the loss of proficiency in English as a Second Language (ESL) by Japanese children returning to Japan after a period of time in the United States. Three children who lived in the United States with their families for between 4 and 7 years were interviewed on a monthly basis after their return to Japan. The interviewer engaged the children in various activities in English, and administered English proficiency tests to the children at periodic intervals. The children showed little change in their English abilities during the first 5 to 6 months, but thereafter began to resist speaking English on some occasions, and suffered some loss of fluency, lexicon, and morphology. The specific effects on each child are discussed in detail. (MDM)

ED 371 628   FL 022 278

Strong, Rosalind; Hogan, Susan
TESOL Teacher Competencies Document.
PUB DATE- 10 Mar 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Government Role; *Language Teachers; Program Descriptions; Program Development; *Second Language Instruction; State Standards; *Teacher Characteristics; *Teacher Competencies; Teacher Qualifications
IDENTIFIERS- *Australia (New South Wales); *Teachers of English to Speakers of Other Languages

This paper reports on a project undertaken by the Australian Teachers of English to Speakers of Other Languages (TESOL) organization in New South Wales to develop a set of teacher competencies for TESOL instructors. The paper describes how these competencies were developed, outlines general areas of teacher and TESOL competence, and examines in detail eight competencies: (1) can demonstrate knowledge of language pedagogy; (2) can demonstrate knowledge of theoretical approaches to language and language learning; (3) can demonstrate awareness of relevant political, socio-cultural, economic, and educational context of TESOL practice; (4) can establish curriculum and methodological practices which meet the diverse needs of students; (5) can provide opportunities for students to develop spoken and written English in a

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *Colleges; Computer Assisted Instruction; *Computer Uses in Education; Distance Education; *Educational Change; *Educational Trends; Foreign Countries; *Futures (of Society); Higher Education; Information Management; Intellectual Property; Student Rights; Technological Advancement; Trend Analysis; *Universities
IDENTIFIERS- *Europe; Open University (Great Britain)

This essay examines the future directions of university education in Europe, focusing on technology and the information revolution as the driving forces behind educational change. Whereas the mission of universities in the past was to accumulate, refine, and pass on knowledge, their new task is to educate and train people to manage and gain access to the universal data base of knowledge. Universities need to offer more options to their students, encourage broad rather than specialized education at the undergraduate level, and utilize new teaching methods, such as distance learning via interactive computer connection, to keep abreast of the explosion of knowledge and the rapid changes that societies are undergoing. The pioneering work of the British Open University in the use of distance learning and computer technology are discussed. The debate over student choice and intellectual property rights is also examined. (MDM)

ED 371 649 HE 027 490

Bezeau, Lawrence M.
Timetabling an Academic Department with Linear Programming.
PUB DATE- 30 May 93
NOTE- 23p.; Paper presented at the Conference of the Canadian Association for the Study of Educational Administration (Ottawa, Ontario, Canada, June 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Departments; Foreign Countries; Higher Education; *Linear Programming; Operations Research; *Scheduling; *School Schedules; Secondary Education; *Universities
IDENTIFIERS- Mathematical Programing; *University of New Brunswick (Canada)

This paper describes an approach to faculty timetabling and course scheduling that uses computerized linear programming. After reviewing the literature on linear programming, the paper discusses the process whereby a timetable was created for a department at the University of New Brunswick. Faculty were surveyed with respect to course offerings and preferred days and times of instruction. Variables were then constructed and data entered using the IBM Mathematical Programming System (MPS) on a mainframe computer. For a department of 13 faculty members the result was a set of 200 variables, about 35 of which were to be selected through linear programming to form the basis for determining feasible and optimal section offerings for the timetabling period. Several timetables and lists were prepared for faculty members to review, with their comments used to adjust the program to produce the most acceptable results for the department as a whole. Application of this process at the university and secondary school level is discussed. (Contains 30 references.) (MDM)

Kogan, Maurice; And Others
Staffing Higher Education: Meeting New Challenges. Report of the IMHE Project on Policies for Academic Staffing in Higher Education. Higher Education Policy Series 27.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Demography; Employment; Employment Level; Employment Opportunities; *Employment Patterns; Employment Statistics; Faculty College Relationship; Faculty Development; Faculty Recruitment; Faculty Workload; Foreign Countries; Government Role; *Higher Education; Labor Market; Policy Formation; School Policy
IDENTIFIERS- Academic Professions; Australia; Canada; United Kingdom

This volume uses recent research in the United States, Canada, Australia, and United Kingdom and other nations to articulate the issues of faculty recruitment, training, rewards and employment in higher education. Chapter 1 looks at staffing as a policy issue. Chapter 2 explores how the academic profession is changing and touches on access to higher education, society's expectations, governance, quality assurance, and definitions of higher education. Chapter 3 explores the changes in faculty tasks and covers teaching, research, and other tasks. Chapter 4 examines staffing structures in response to new demands including part-time faculty, contract researchers, and full-time temporary teachers. Chapter 5 looks at qualifications and staff development including entry qualifications, preparation and selection for the academic profession, and staff development. Chapter 6 covers the external context through staffing and demography touching on recent models of supply and demand, issues related to age, international cooperation and flows, and staffing for universities and graduate education. Chapter 7 details conditions of service including salaries, incentives, and rewards. Chapter 8 examines policy conclusions at the government, institutional, and department level. Includes an index. Contains 151 references. (JB)

ED 371 670   HE 027 511

Ratcliff, Gary R.
Indicators of Effective Student Learning in English Composition. A Review of the Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College English; *College Instruction; Curriculum Design; English Curriculum; *English Instruction; Higher Education; Program Evaluation; Thinking Skills; *Writing (Composition); Writing Skills
IDENTIFIERS- *Educational Indicators

Based on a literature review, this paper proposes an approach to identifying indicators of learning for English composition courses at the college level. Section 1 provides a rationale for using curricular artifacts as a means to identify indicators. Section 2 describes the proposed taxonomy of model

(AFT), and National Education Association (NEA). In addition, Communication Workers of America was elected to represent graduate and teaching assistants at a state university. This increase in bargaining agents is contrasted with a decrease in the number of faculty represented. Other statistics cited include: (1) two "Change of Agent" elections were conducted; (2) one "Challenge to Agent" election was held; (3) interunion rivalry subsided significantly during 1992; (4) no decertification elections were conducted; and (5) no faculty strikes occurred during 1992. A table summarizes the election data. Two graphs show the geographic distribution of faculty bargaining agents by state, and the number and percentage of faculty represented by AFT, NEA, AAUP, independent agents, and others. (JDD)

ED 371 688 HE 027 530

Annunziato, Frank R.
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 20.
PUB DATE- Jan 94
NOTE- 276p.; For volume 19, see ED 368 281.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; Elections; Faculty College Relationship; Foreign Countries; Higher Education; Negotiation Agreements; Private Colleges; Public Colleges; Research Assistants; State Legislation; Teaching Assistants; Trend Analysis; Union Members; *Unions
IDENTIFIERS- Canada

This report presents information on faculty contracts and bargaining agents in public and private institutions of higher education. It begins with a listing of higher education institutions, by state, indicating the bargaining agent representing the regular college faculty, the unit size, date of current agent election, date of initial contract, and date of contract expiration. Subsequent listings offer similar data for adjunct faculty, graduate and teaching assistants, and faculty at Canadian universities. The next section analyzes the statistical data, in 18 tables and graphs, such as: (1) Recognized Faculty Bargaining Agents--Public and Private; (2) Analysis of Bargaining Agents and Collective Bargaining Agreements; (3) Faculty Represented by Certified Bargaining Agents; (4) Geographic Distribution of Unionized Faculty; (5) Summary of Decertifications; and (6) Status of Public Sector Collective Bargaining Legislation. The report also offers a list of "No-Agent" votes conducted between 1971 and 1993, a summary of 1993 collective bargaining elections, and a text analysis of changes in faculty representation for 1993. (JDD)

ED 371 689 HE 027 531

Shaughnessy, Michael F.
Peer Review of Teaching.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Higher Education;

large, land-grant research university. The Residential Success Program was designed to provide students with a structured living environment oriented to developing effective study abilities and success attitudes. Academic, social, cultural, and personal development were integrated into a single retention program with services from housing, advising, recreation, and student development being coordinated in a residence hall to provide a guided living situation. The Military Life Style project was a learning improvement program for freshmen, integrated into an existing military training program. Program components included an eight-session seminar to introduce freshmen to college success skills, a military instructors workshop, and use of scholastic officers to monitor and promote academic achievement. College Success Strategies is a three-credit course designed to teach students the skills, strategies, and attitudes important to academic success. Results of evaluation of each program are reported. Seven themes that illustrate the issues, opportunities, and challenges associated with learning improvement programs are identified. (Contains 21 references.) (JDD)

ED 371 708   IR 016 609

Goodwin, Bonny N.; And Others
Perceptions and Attitudes of Faculty and Students in Two Distance Learning Modes of Delivery: Online Computer and Telecourse.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Symposium for the Marketing of Higher Education (Orlando, FL, November, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Community Colleges; Degrees (Academic); Delivery Systems; *Distance Education; Educational Change; Higher Education; Interaction; *Online Systems; *Student Attitudes; Surveys; *Teacher Attitudes; *Telecourses
IDENTIFIERS- Coastline Community College CA; Student Surveys; Teacher Surveys; University of Phoenix AZ

A study was conducted to discover the perceptions and attitudes of students and faculty regarding their experiences with two distance learning programs, an online computer program and a telecourse program. The online program is conducted at the University of Phoenix (Arizona) and delivers degree programs in various areas. The telecourse program is conducted at Coastline Community College (California) and offers 25 telecourses each semester. In all, 628 students and 64 faculty members responded to the survey questions. Online participants lived in 40 of the 50 states, while telecourse participants all lived in southern California. Overall results suggest that both faculty and students thought highly of both programs as academic products. Both were considered comparable to traditional academic programs. Students who did not miss face-to-face interaction gave the online program a significantly higher rating than those who missed the traditional interaction. Students viewed the online program more favorably than did faculty, and the reverse was true of the telecourse. Results also suggest that students and faculty consider distance education a viable alternative to meet the changing educational needs of our society. (Contains 8 references.) (SLD)

ED 371 709   IR 016 615

references.) (JLB)

ED 371 728   IR 016 701

Greenwood, Vanessa
Instructional Communication: Bridging the Gap between Education and Technology.
PUB DATE- Feb 94
NOTE- 25p.; Paper presented at the Western Speech Communication Association Annual Convention (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; Educational Development; Educational Innovation; Educational Methods; Educational Research; *Educational Technology; Elementary Secondary Education; Information Technology

This paper calls for a close examination of the interface between technology and education. First, it examines previous research in the field of instructional technology. Secondly, it critiques the current body of research, dominated by those in a rather separate field, educational technology. The bodies of research are compared, and a critical perspective is applied to several areas: the basic linear assumptions about learning; the link of technology to economic and social efficiency; and the decontexualized methods of the research itself. Thirdly, based on this critical analysis, the paper calls for more research, not from the perspective of technology itself, but rather from the newly emerging perspectives of instructional communication. The paper supports a more critically-oriented view of the role of technology as both a method and a curriculum. (Contains 53 references.) (JLB)

ED 371 729   IR 016 702

Torri, Geno J., Jr.
Using Video Technology as an Instructional Strategy within the Elementary Science Curriculum.
PUB DATE- May 94
NOTE- 76p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Curriculum Development; *Educational Media; Educational Technology; *Educational Television; Elementary Education; *Elementary School Science; Higher Education; Instructional Innovation; Science Instruction; Teacher Attitudes; Teacher Education; *Teacher Interns; Teaching Methods; *Technological Literacy; Videotape Recordings
IDENTIFIERS- *Video Technology

This practicum was designed to increase elementary education interns' use of video technology within the science curriculum. Interns from previous semesters were not using technology within their final semester projects, and most were not comfortable using technology. The purpose of this practicum was to increase the scientific and technological literacy of the interns and develop a positive attitude toward the use of technology within their instruction. Within this practicum, the interns had the opportunity to develop the skills and separately to keep knowledge of the independent variable from the control group. Subjects who were given imagery instructions prior to receiving the stimulus material required significantly more time to learn the material. The instructed subjects also had significantly faster retrieval time on a recognition posttest. Thus, the relationship between learning time and retrieval time for imaged information is inverse. The posttest scores of the imagery instructed subjects were not significantly higher than the uninstructed subjects. The two groups also had similar perceptions of their use of mental imagery. Visual mental imagery could be a technique which will reduce the speed-accuracy tradeoff when accurate responses must be made quickly. (Contains 23 references.) (Author/JLB)

ED 371 750 IR 055 071

Billings, Diane; And Others
Distance Education Symposium: Selected Papers, Part 2. Papers Presented at the American Symposium on Research in Distance Education (2nd, University Park, Pennsylvania, May 1991). ACSDE Research Monograph Number 8.
PUB DATE- May 91
NOTE- 73p.; For Part 1, see ED 352 000; for Part 3, see IR 055 072.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Style; Computer Assisted Instruction; Curriculum Development; *Distance Education; Educational Change; Educational Policy; Educational Research; *Educational Technology; Higher Education; Holistic Approach; Instructional Design; Instructional Materials; Interactive Video; Literature Reviews; Policy Formation; Systems Analysis

The purpose of this symposium on research in distance education was to continue the process of building the network of scholars and climate of cooperation and communication necessary for further development of distance education and to provide an opportunity for discussion. Four main areas of focus for the symposium were learning and characteristics of learners; course design and communication; instruction and learner support; and theory, policy, and management. There are seven papers in this collection: "Learning Style Preferences and Distance Education: A Review of Literature and Implications for Research" (Diane Billings); "Thinking Holistically: A New Perspective on Distance Learning" (Elizabeth Burge); "A Paradigm for Generating Curriculum Design Oriented Research Questions in Distance Education" (Francis Dwyer); "Systems Analysis of Integrated Distance Education by Discourse" (Farhad Saba); "Computer Empowerment and the Ten Thousand Things" (Gerald M. Santoro); "Interactive, Televised Instruction: What Is Its Potential for Interaction?" (Helen Ritchie); and "National and State Policy in Distance Education: The Issues and Research" (Richard T. Hezel). Most of the papers contain references. (JLB)

ED 371 751 IR 055 072

Atman, Kathryn S.; And Others
Distance Education Symposium: Selected Papers, Part 3. Papers Presented at the American Symposium on Research in Distance Education (2nd, University Park, Pennsylvania, May 1991). ACSDE Research Monograph Number 9.
PUB DATE- May 91
NOTE- 76p.; For Part 1, see ED 352 000; For Part 2, see IR 055 071.

a new agricultural library. The guide covers a wide range of topics including information sources, acquisitions procedures, and public relations. It provides addresses of publishers and information sources; a list of common abbreviations; a ground plan for a library; and information on library equipment. Topics covered in the six chapters are as follows: (1) "Collection Building" explains scientific information, selection criteria, and information on journals, series, books, pamphlets, and reference books; (2) "Ways of Overcoming a Shortage of Funds" lists methods of overcoming funding problems; (3) "Library Personnel" examines training, job descriptions, and professional reading for library staff; (4) "Library Management" covers ordering, catalogues, classification, loans, automation, services, statistics, and budgets; (5) "Agricultural Information Sources" lists online literature retrieval sources; hosts and vendors; compact discs; and information on institutions relevant to agriculture libraries; and (6) "Library Instruction and Public Relations" covers library instruction, planning, and public relations. Included in the appendices are lists of agricultural journals, reference books, and library science journals. (JLB)

ED 371 771   IR 055 109

Haynes, Kathleen J. M.
Cataloging and Classification for the Small Library. Second Edition. Revised and Enlarged.
PUB DATE- Oct 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authority Control (Information); Bibliographic Records; *Cataloging; *Classification; Filing; Information Processing; Library Automation; Library Catalogs; Library Materials; *Library Technical Processes; Subject Index Terms; Vendors
IDENTIFIERS- Examples; New Mexico; *Small Libraries

The purpose of this manual is to explain some of the basics of cataloging and classification for many types of library materials in small libraries. The ideas presented were gathered from practical applications in small libraries and from examples in standard cataloging and classification tools. The manual is designed for self instruction. There are five parts sequenced to guide the user through the cataloging process: (1) "The Cataloging Process" covers bibliographic control and the bibliographic record; (2) "Technical Services Procedures" examines automation and cataloging, filing, children's materials, and technical procedures; (3) "Descriptions" examines areas, levels, and rules of description; (4) "Access Points" covers main and added entries, headings, uniform titles, and authority control; and (5) "Subject Analysis" addresses the use of existing catalog copy, verifying headings, assigning subject headings, the structure of "Sears List of Subject Headings," materials needing special treatment, and classification. Each chapter contains exercises to complete and examples to help illustrate points. The answers are found in the appendices along with a glossary of terms, a list of vendors, and a bibliography. (Contains 25 references.) (JLB)

ED 371 772   IR 055 110

offers brief vignettes about individual students and faculty members from each of the district campuses. (MAB)

ED 371 789 JC 940 382

Wismer, Jack N.
Training for Trade: Role of American Community Colleges.
PUB DATE- 94
NOTE- 49p.; Paper presented at a conference of the American Council on International and Intercultural Education (Colorado Springs, CO, April 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Economic Development; Intercultural Communication; *International Trade; Program Descriptions; *School Business Relationship; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Global Economy

Today, global competition affects almost every business or industry, often triggering corporate restructuring, downsizing, focus on continuous quality improvement, heightened efforts to globalize companies and increase exports. To meet the competitive challenges of a global economy, community colleges can better serve business and industry by promoting international trade awareness and providing the training to create a world-class workforce. Training for trade programs focuses on providing import/export training to business employees and students; technical training assistance to export American products and services; and educational opportunities about international languages, customs and cultures. Building partnerships is key to implementing successful training for trade programs. To do so, it is recommended that colleges: (1) establish a cross-functional task force to develop a comprehensive plan for international education and training; (2) form alliances with government, business, and industry to develop competencies for students and business employees, which also strengthen local economic development; and (3) establish advisory boards from local business and industry to provide valuable input into training programs. Effective training programs are currently offered at Central Piedmont Community College (North Carolina), Waukesha County Technical College (Wisconsin), St. Louis Community College (Missouri), North Seattle Community College (Washington), Portland Community College (Oregon), Lake Michigan College (Michigan), College of DuPage (Illinois), and Middlesex Community College (Massachusetts). All have innovative training for trade programs. The National Trade DataBank, COmpany Readiness to Export, and the National Association for Small Business International Trade Educators can provide resources. Appendixes include diagrams of international education and trade goals and program descriptions. (KP)

ED 371 790 JC 940 383

Crozer, Norm
Computer-Based Spelling Instruction.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; *College Planning; Community Colleges; Educational Legislation; *Equal Education; Faculty Recruitment; *Minority Groups; Needs Assessment; *Organizational Climate; *Program Implementation; Student Recruitment; Two Year Colleges
IDENTIFIERS- Cuesta College CA

Presenting the Student Equity Plan developed at Cuesta College, in California, this document provides background to the development of the plan, reviews plan components, and discusses implementation and evaluation. Introductory materials indicate that the plan was intended to create a campus environment that assures that enrollment, retention, and graduation rates reflect the ethnic, gender, and disabled distributions within the service area. Next, legislative foundations of student equity are reviewed and legal definitions are provided. The following components of the plan are then described: (1) campus needs assessment; (2) identifying institutional barriers to equity through surveys of students, faculty, and staff; (3) assessing equity for Hispanic, Asian, African American, Native American, women, and disabled students; and (4) setting valid equity goals and institutional responses. The last component includes tables of barriers and activities related to access, course completion, basic skills and English as a Second Language, degrees and certificates, and transfer. Next, information is provided on implementation, coordination, and evaluation activities, including recommendations from a 1990 accreditation to integrate equity activities into the planning process, a Diversity Action Plan from 1993, staff development diversity activities, and faculty/staff recruitment efforts. Finally, student services recruitment efforts are described. Appendixes include educational legislation on student equity, a campus climate survey, 1990 service area census data, an accreditation mid-term report, a chart of the six-year planning and budget cycle, and the college Diversity Action Plan, 1993-1996. (KP)

ED 371 807   JC 940 411

Alfano, Kathleen
Recent Strategies for Faculty Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Research; Community Colleges; *Faculty Development; *Inservice Teacher Education; *Professional Development; Program Descriptions; Teacher Effectiveness; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- ERIC Digests

Faculty development programs encompass a wide range of activities and allow community college faculty to improve instructional material and delivery and keep the spark of creativity and enthusiasm alive under pressures from decreasing budgets and heavier workloads. A recent program at Borough of Manhattan Community College focused on student needs by combining faculty development, curricular reform, and counseling changes to

94143.
PUB DATE- 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Auditory Tests; *Disability Identification; Early Childhood Education; *Early Intervention; Federal Regulation; Government Role; *Hearing Impairments; Hearing Therapy; Parent Role; *Screening Tests; State Programs; Teacher Role; *Young Children
IDENTIFIERS- *Wisconsin

This guidebook was developed to assist Wisconsin parents, educators, and other professionals who deal with young children in the early identification of hearing problems. Section 1 provides an overview of the topic and discusses the importance of early identification and treatment of hearing problems. Section 2 examines state and federal laws, regulations, and programs that require, facilitate, or encourage the identification of hearing loss in infants, toddlers, and children. Section 3 addresses significant hearing screening issues and the elements of an effective screening program. Section 4 provides descriptions of specific screening tests, test protocols, and referral guidelines. Section 5 discusses the problem of unresponsive children and children who are difficult to screen, outlining strategies to include these children in screening programs. It also summarizes the main themes of the guide. Section 6 consists of five appendixes, providing copies of an American Speech-Language-Hearing Association statement on infant hearing, a list of resources for parents and caregivers, a sample home conditioning program, a glossary, and a list of relevant materials. (MDM)

ED 371 825 PS 022 332

Catalani, J. Christine
Child Development Associate Credential Facilitators' Guide to Active Learning Techniques. Revised Edition.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- Jun 93
NOTE- 436p.; For the "Final Narrative Report" on the project that developed this guide, see PS 022 333.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Curriculum Guides; Early Childhood Education; Higher Education; *Instructional Materials; Learning Activities; *Lesson Plans; *Teacher Education; Teaching Guides
IDENTIFIERS- *Active Learning; CDA; CDA Credential; *Child Development Associate

This Child Development Associate (CDA) instructor's guide was developed to be used with CDA Credentials training programs in Texas community colleges. The "active learning" activities in the manual are organized according to the CDA 13 functional areas namely, safe, healthy, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management, and professionalism. These areas can be used in designated child development courses for CDA

Adult Intervention: Appropriate Strategies for Enriching the Quality of Children's Play.
PUB DATE- 16 Apr 94
NOTE- 14p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Caregiver Role; *Children; Dramatic Play; Early Childhood Education; Educational Strategies; Instructional Materials; *Intervention; Learning Activities; *Play; Pretend Play
IDENTIFIERS- Play Leaders; Play Style

Research indicates that active adult involvement in children's play can increase the social level of play and have a beneficial impact on children's cognitive growth. To become appropriately involved in children's play, daycare providers and other adults need to understand how time, space, experiences, and materials affect children in play activities. Children require long stretches of uninterrupted time in order to sustain sociodramatic and constructive play episodes, at least 30 minutes in length. The arrangement and amount of space available for play and children's background knowledge both have a direct impact on the type of play generated. Home-living and theme-related props promote high levels of social interaction and group dramatic play. Three effective play intervention strategies are: (1) parallel play, in which an adult models appropriate play behaviors without interacting with the child; (2) co-play, in which an adult joins in a child-directed play scenario and facilitates learning and development; and (3) play training, in which an adult makes suggestions about playing or encourages children to reenact stories or fairy tales. (MDM)

ED 371 845   PS 022 433

Lejeune, Genevieve, Ed.
AIDS: Children Too.
PUB DATE- Mar 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Health; Children; Developed Nations; Developing Nations; Foreign Countries; International Organizations; Poverty; *Prevention; Program Descriptions; *Program Development; *World Problems
IDENTIFIERS- Africa; Brazil; Catholic Church; France; Italy; Nepal; Philippines; Prostitution; Rumania; Thailand; Uganda; United States

This journal issue is devoted to the many problems faced by children with Acquired Immune Deficiency Syndrome (AIDS) who live in both developing and developed countries. Section 1 provides general information on the pandemic, defining AIDS and exploring the social aspects of the disease. It also addresses child health, child mortality, moral and ethical concerns, and the Catholic Church's response to the pandemic. Section 2 contains short articles that examine pediatric AIDS in Uganda,

PUB DATE- 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Biological Influences; *Child Health; Children; Cultural Influences; Developing Nations; Disease Incidence; *Diseases; Foreign Countries; Global Approach; *Hunger; *Intervention; Medical Services; *Nutrition; Nutrition Instruction; Poverty; Program Evaluation; Rehabilitation; Socioeconomic Influences
IDENTIFIERS- Anthropometry; Kwashiorkor; Marasmus; Psychological Influences

This report examines the immediate and underlying causes of malnutrition in the developing world. The first section discusses the effects of malnutrition on childhood development and examines the efficacy of nutritional rehabilitation. The second section addresses the medical effects of severe malnutrition, including the onset of ponderostatural (weight) retardation, behavioral disorders, dehydration, anemia, hypothermia, hypoglycemia, and diarrhea. The third section focuses on anthropometric approaches to treating malnourished children, which treat children on an individual basis based upon their particular condition. The fourth section examines the biological effects of severe malnutrition, discussing deficiencies in serum proteins, electrolytes, trace elements, and hormonal levels, along with their immunological consequences. The fifth section explains the nutritional approach to the problem, looking at protein, vitamin, and mineral deficiencies and specific rehabilitation procedures and foods. The sixth section focuses on a cultural approach to malnutrition, discussing dietary and social customs that affect nutrition and eating behaviors. The seventh section examines psychological approaches, looking at the mother-child relationship, psychological problems fostered by malnutrition, and specific interventions. The eighth section addresses social and economic approaches to malnutrition, while the ninth section examines techniques used to evaluate rehabilitation and treatment programs. (MDM)

ED 371 866 PS 022 467

Filp, Johanna
The 900 Schools Programme: Improving the Quality of Primary Schools in Impoverished Areas of Chile. IIEP Research and Studies Programme: Increasing and Improving the Quality of Basic Education. Monograph No. 9.
PUB DATE- May 93
NOTE- 56p.; For related document, see ED 369 535.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Educational Attitudes; Educational Facilities Improvement; *Educational Improvement; *Elementary Education; *Equal Education; Foreign Countries; Government Role; *Inservice Teacher Education; *Instructional Materials; Poverty Areas; *Poverty Programs; Program Descriptions
IDENTIFIERS- *Chile

With Chile's return to democracy in 1990, evidence of serious deficiencies in quality and equity in Chilean schools prompted the Ministry of Education to design and implement the 900 Schools Programme, a reform measure to improve the quality of instructional videotape series and 10 books and other publications. (MDM)

ED 371 886   PS 022 515

Silvern, Joan, Ed.
Families of Adolescents: Dealing with Change.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; Childhood Attitudes; Child Rearing; Communication Skills; *Developmental Stages; Early Parenthood; *Family Programs; *Family Relationship; Intervention; Mental Health; Parent Child Relationship; Parent Participation; Pregnancy; Self Esteem; Television
IDENTIFIERS- *Family Resource and Support Programs

This newsletter issue emphasizes the ways in which adolescence and its associated stages provide windows of opportunity for programmatic intervention and prevention strategies. Articles in the newsletter include the following: (1) "Developing Support Programs for Families with Adolescents"; (2) "Communicating with Your Children"; (3) "Teenage America: Myths and Realities"; (4) "The Latency Years: Building Bridges to Adolescence"; (5) "Family Involvement in Adolescent Pregnancy and Parenting Programs"; (6) Children and Television: Natural Partners"; and (7) A Preventive Mental Health Approach to Adolescents and Their Families. In addition, the newsletter issue features a resource file of national organizations, program examples, and publications dealing with families and adolescents, and reviews of films and videos on critical issues of adolescence. (HTH)

ED 371 887   PS 022 516

Silvern, Joan, Ed.
Building Community.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; *Community Action; Community Cooperation; Community Involvement; Community Programs; *Family Programs; Outreach Programs; Poverty Programs; Public Agencies; Social Services
IDENTIFIERS- *Family Support; *Integrated Services

Noting that the skills of community-building are some of the same skills needed to help families, this newsletter issue focuses on enhancing the resources and leadership in the community as the best way to provide support for families. The articles in the newsletter include: (1) "Building on the Strengths of Communities"; (2) "AT&T--A Catalyst for Employee-Community Partnerships"; (3) "Transforming Human Services with Family Support Principles"; (4) "Corporate America Meets the Working Father"; (5) "Building Organizational Capacity to Respond to Families in Poverty"; (6) "Sharing Responsibility: Seven Communities Work Collaboratively to Guide Their Youth"; and (7) "Mobilizing Support and Action through Community-Based Research: The Case of the Teen Assessment Project." In addition, the newsletter issue features a message from the new chairman of the board of directors of the Family Resource Coalition. (HTH)

IDENTIFIERS- Alternative Assessment; Authentic Assessment; Developmentally Appropriate Programs; Learning Environment; *Memes; *Middle School Students

This book proposes a new view of middle school curriculum and the specifics of how to create such a curriculum. It introduces the notion that the approach to developing a curriculum appropriate for adolescents should be based on similarities of human learning at different ages, as well as the uniqueness of the adolescent. Chapter 1 highlights six fundamental notions about how the human brain learns, including intelligence as a function of experience and the impact of personality. Chapter 2 outlines how these notions can be implemented in the classroom and school to create a "brain-compatible" learning environment. Chapter 3 looks at the issue of curriculum and offers suggestions for a new "meme"-based curriculum. Chapters 4, 5, and 6 describe the steps necessary to complete the three stages in developing integrated curriculum: creating a yearlong theme with monthly components and weekly topics, identifying key points, and developing inquiries. Chapter 7 presents several tools for evaluating student learning in ways that are brain-compatible, consistent with goals of the authentic assessment movement, and that can also satisfy district needs for student and teacher assessment and accountability. Chapter 8 describes the possible stages in the transition to a fully integrated and brain-compatible integrated thematic instruction program for students. The chapter discusses each of five transition models, its structures and advantages, and tips and pitfalls to help teachers implement whichever model is selected. Three appendices cover characteristics of middle grade students, the chemistry of nurturing intelligence, and pattern shapers. (TJQ)

ED 371 907 PS 022 613

Rich, Dorothy
Summer Home Learning Recipes for Parents and Children Grades: K-3, 4-5, 6-8, 9-12.
PUB DATE- 94
NOTE- 25p.; This document consists of four separate six-panel brochures, each for a separate grade area. The brochures reprint material from the author's book "MegaSkills," with the permission of the National Education Association and the Home and School Institute.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Emotional Response; Health Activities; *Learning Activities; Mathematics Instruction; *Parent Child Relationship; Parent Participation; Problem Solving; Reading Instruction; Science Instruction; Social Studies; Writing Instruction
IDENTIFIERS- Common Sense; *Summer

These brochures provide simple, specific activities parents can use during the summer to enhance their children's academic and social skills. The brochure for grades K-3 provides activities in the areas of reading, writing, math, and science. The brochure for grades 4-5 provides activities in the areas of reading, writing, math, and social studies; the one for grades 6-8 covers these areas and includes a health activity. The brochure for grades 9-12 focuses on problem solving and getting control of our emotions as a basis for acquiring common sense. (HTH)

IDENTIFIERS- *Europe; *Gypsies

The case of the Gypsies provides a clear example of a minority group suffering especially severe discrimination. In the majority of European countries, access to basic services is extremely limited for Gypsies, with serious results for the health and education of Gypsy children. This publication originated in a 2-day UNICEF workshop, "Growing Up as a Gypsy," held in Florence, Italy, in October 1992. "The Making of Minorities" (Enzo Pace) discusses societal and group factors that create a minority group, minority group survival strategies, and the particularly vulnerable situation of minority group children. "Growing Up As a Gypsy: Insights from the October 1992 UNICEF ICDC Workshop" (Sinead ni Shuinear) provides an overview of Gypsy child rearing and family life, access to health care, educational attitudes and attainment, housing practices and problems, and the role of the Gypsy child in family economics and employment. Recommendations include development of an information base and proposals for action in the areas of legal issues, accommodation, services, and social mobilization. "Gypsy Children in Europe: An Overview" (Sandro Costarelli) presents facts and figures about Gypsy children, covering legal status, demography, infant mortality, child morbidity, housing, child institutionalization, school attendance and completion, juvenile crime, and adult unemployment. "Gypsy Life in Four European Countries" (Sandro Costarelli) presents a comparative analysis based on case studies in former Czechoslovakia, former Yugoslavia, France, and Italy. "Innovation and Change in Gypsy Communities" (Alain Reyniers) examines cultural adaptation, settlement, and political action by Gypsy communities. The document also contains an article "They Can See the Future and It Hurts" (Patricia Clough) which appeared in "The Independent", Oct. 26, 1991. Contains a list of workshop participants and many photographs. (SV)

ED 371 926   RC 019 682

Rural TeleHealth: Telemedicine, Distance Education and Informatics for Rural Health Care.
SPONS. AGENCY- Health Resources and Services Administration (DHHS), Rockville, MD. Office of Rural Health Policy.
PUB DATE- Sep 93
NOTE- 91p.; Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Information; Computer Networks; Continuing Education; Costs; Diagnostic Tests; *Distance Education; *Health Services; Higher Education; Information Technology; *Medical Education; *Rural Areas; *Telecommunications
IDENTIFIERS- Access to Health Care; *Telemedicine

This document provides an overview of the various telecommunications and information technologies available for rural communities to use in their health care systems. The first section explains the principal technologies of telecommunications such as the telephone, computer networking, audiographics, and video. It describes transmission systems that include microwave, coaxial cable, communication satellites, and optical fiber. Considerations for deciding on an appropriate transmission system are given. The next section examines programs in which telecommunication technology is applied to rural health care. Each entry presents the problem the technology addresses, the technology applied, and a program

Program Development; *Teacher Education Programs; *Teacher Workshops; Teaching Guides; Units of Study
IDENTIFIERS- *Environmental Education Programs; *Environmental Issues

This booklet is one in a series of resource manuals to help teacher educators conduct environmental education (EE) teacher workshops or promote EE programs. This unit is an orientation to the field of EE. It offers a definition of EE and some ways to explain its value to educators and environmental managers. The unit explains current and historical notions of what children need to learn and how they can be taught if they are to become environmental problem solvers. The unit is presented in six sections that describe: (1) the essence of EE; (2) the value of EE; (3) the evolution of EE from the classic interpretation to the contemporary view of EE; (4) current EE issues in the school; (5) activities and masters for teaching the unit; and (6) a list of 14 resources. The activities make up the majority of the booklet and offer suggestions to help teacher educators conduct workshops that give teachers an understanding of the objectives of EE and how these might be translated into the curricula. (MDH)

ED 371 946 SE 054 608

Braus, Judy A.; Monroe, Martha C.
Designing Effective Workshops. Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 43p.; For other booklets in the series, see SE 054 607-611.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Environmental Education; Inservice Teacher Education; *Program Development; *Teacher Education Programs; *Teacher Workshops; Teaching Guides; Units of Study; *Workshops
IDENTIFIERS- *Environmental Education Programs

This booklet is one in a series of resource manuals to help teacher educators conduct environmental education (EE) teacher workshops or promote EE programs. This unit offers background information and strategies for designing and leading teacher education workshops and programs and benefits those unfamiliar with adult education methods and workshop design. An introduction provides six training tips on which the unit is based: building support by the teachers; knowing the audience; engaging the participants; setting the right tone; evaluating and revising previous workshops; and being prepared. The unit is presented in eight sections that describe: (1) methods of building support; (2) seven steps to design an experiential workshop; (3) selecting an appropriate strategy from among lectures, small groups, role plays, case studies, field trips, and educational media; (4) four key facilitation skills; (5) planning for ongoing support; (6) evaluating the program; (7) a checklist for the perfect workshop; and (8) a list of 17 resources from books and articles. (MDH)

ED 371 947 SE 054 609

Monroe, Martha C.; Cappaert, David
Integrating Environmental Education into the School Curriculum. Workshop Resource Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94

of curriculum development as part of the larger pedagogical reform. This section deals with aspects of the relationship between present and future research and curriculum development, focusing on 3 types of problems: (1) research as a source in elaborating the concept of curriculum reform; (2) defining a new strategical model; and (3) priorities for the future. Contains 12 references. (DK)

ED 371 967   SO 023 227

Hardin, Julia P., Ed.; Johnson, Grant
Teachers Speak Out on Law-Related Education. Summary Report on
  the SPICE IV National Teachers' Survey.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Citizenship Education;
  Educational Research; Elementary Secondary Education;
  Instructional Materials; *Law Related Education; Surveys;
  *Teacher Attitudes; Teacher Education

This document reports the results of a survey of 1,284 K-12 teachers who were asked what kinds of support they needed for teaching law related and citizenship education. The survey results illustrate that the need to devise a clear definition of law related education has never been more critical. Other needs identified by the teachers included specialized training and better access to materials and resources. The needs, and some suggested strategies to help meet these needs, are summarized in this report. Law related and citizenship education varies widely from school to school, district to district, and state to state. Some programs are just starting up. Others that have been operating for years recently have been scaled back. Despite the various degrees of institutionalization, the impact of this type of education on students is remarkably consistent and positive: students became more interested in their studies, cared more about important legal and ethical issues, and learned to think for themselves. This document includes 6 sections and a summary. The sections include: (1) methodology; (2) summary of survey responses; (3) basis for determining impact on students; (4) basis for administrative support; (5) needs; and (6) implications for institutionalization. Five appendices contain: (1) survey form for teachers; (2) summary of responses to national teachers' survey; (3) survey form for administrators; (4) summary of administrators' responses; and (5) state contact list. (DK)

ED 371 968   SO 023 229

Bigham, Darrel E.
"Indiana and the New Nation" and the Improvement of History
  Education in Indiana. Public Report.
SPONS. AGENCY- National Endowment for the Humanities (NFAH),
  Washington, D.C.
PUB DATE- Mar 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Resources; *Curriculum Development;
  Elementary Secondary Education; Higher Education; *History

point. The program focuses on the popular topic of food to make the study of different cultures and historic periods more relevant. In the program students research the diets and prepare the meals of cultures they are studying. They learn that humans throughout history have been driven by similar nutrition needs whether they were Mayans, Roman Centurions, European explorers, or astronauts. Studying history through food conveys a clearer picture of people in the past: what they believed, how they experienced events, and how they conducted their lives. Students draw the important connection between then and now. The program becomes particularly relevant when students examine their own diets and evaluate them using computer software. (SG)

ED 371 986 SO 023 989

Directory of International Education Resources in Florida.
PUB DATE- 91
NOTE- 106p.; Revised periodically. This description is based on the 1991 edition. For latest edition, consult Florida Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Colleges; Government (Administrative Body); *Information Sources; *International Education; *International Programs; Private Colleges; Private Schools; Public Schools; Second Language Programs; State Universities; Two Year Colleges; Universities
IDENTIFIERS- *Florida

Designed to serve as an information aid and to facilitate public contact with the programs listed, this directory highlights international programs and activities found in Florida's public schools, community colleges, universities, state agencies, and international associations. Section 1 lists 11 public school systems from kindergarten through grade 12. Section 2 presents 14 community colleges. Section 3 identifies 14 private universities, and section 4 gives 9 state universities. Section 5 offers information on community colleges, state universities, and private colleges with foreign language programs. Section 6 lists 11 departments involved with international programs in the Florida Government. Section 7 cites 22 international associations and programs. Section 8 provides 9 bi-national chambers of commerce in south Florida, and section 9 gives 4 state wide educational associations. Section 10 highlights 18 world trade councils located in Florida, and section 11 contains a list of 139 consulate offices. (CK)

ED 371 987 SO 023 999

C-SPAN in the High School Classroom: A Guide for Educators.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cable Television; Government Role; High Schools; Instructional Materials; Legislators; *Mass Media Use; Programming (Broadcast); *Secondary School Curriculum; Social Studies; Teaching Guides; *Television Viewing
IDENTIFIERS- *C SPAN

Intended for middle and high school educators, the publication provides information about the C-SPAN networks and facilitates teach students about unfolding events in a newly reunited Germany in a new post-Cold War Europe. Each lesson can stand alone; in combination, the lessons offer a menu of choices that touch the multifaceted issues and events that mark a continent in ferment. (SG)

ED 372 006 SO 024 065

McDaniel, Sue P., Comp.; Riley, Dee Ann, Comp.
Missouri Women Today: 1993 Status Report.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Census Figures; Demography; *Economic Status; *Educational Attainment; Employment Experience; Females; *Political Power; *Sex Differences; Sex Role; State Surveys; Statistical Analysis; *Womens Studies
IDENTIFIERS- *Missouri

This document presents statistical data on the condition of women in the state of Missouri in the year 1993. The report begins with a listing of the membership of the Missouri Women's Council and an executive summary of pertinent state and national census data. Information appears under the general headings: (1) "Women and Education"; (2) "1990 Missouri Census Population"; (3) "The Employment Status of Women"; (4) "Women and Occupations"; (5) "Women and Earnings"; (6) "Women-Owned Businesses"; and (7) "Women and Politics." (SG)

ED 372 007 SO 024 070

Auschwitz: If You Cried, You Died. Teacher's Guide to the Video Program.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bias; Contracts; *Discussion (Teaching Technique); European History; Foreign Countries; Learning Activities; Role Playing; Secondary Education; Teaching Guides; Videotape Recordings; Violence; *World War II
IDENTIFIERS- *Auschwitz; Holocaust; *Survivors of Nazi Persecution

Designed to accompany a videotape chronicling the journey of two Holocaust survivors as they revisit the site of the concentration camp at Auschwitz (Poland), the guide provides questions, exercises, and suggestions for further activities. The guide begins with a description of how to present the 28-minute videotape "Auschwitz: If You Cried, You Died" and the discussion following the video. A worksheet follows with questions to answer before viewing the video. A summary of the Holocaust precedes a discussion of themes, questions, and answers that might be explored after viewing the video. Eleven questions deal with issues of prejudice and violence. Five role play situations precede suggested school projects. A contract for a personal commitment against prejudice provides an example of ways individuals can prevent prejudice. A list of 12 subjects give ideas for visiting speakers or student reports. Nine suggested activities for different courses precede summary articles on how Mike Vogel survived the concentration camp and the events that brought him to the United States. (CK) support; focus of teacher recruitment; methods used for general recruitment; average grade level taught by TEP participants; significant project accomplishments, by type; greatest impact of projects; specific lessons learned; benefits to participants' students; particular model with greatest promise for enhancing teacher skills; important changes that might be made in projects; suggestions for NSF about support for PIs; and suggestions on ways for NSF to improve operation of its program. The report concludes with a commentary on the achievement of TEP objectives from four perspectives: those of the TEP itself, the Division of Teacher Preparation and Enhancement, the Directorate of Education and Human Resources (EHR), and the NSF as a whole. (LL)

ED 372 027   SP 035 226

A Study of NSF Teacher Enhancement Program (TEP) Participants and Principal Investigators: 1984-1989. Volume II: Technical Report.
SPONS. AGENCY- National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- 93
NOTE- 609p.; For Volume I: Summary Report, see SP 035 226. A product of the Center for Science and Technology Policy Studies.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; Grants; Higher Education; *Inservice Teacher Education; *Mathematics Education; Mathematics Teachers; National Surveys; *Program Effectiveness; Program Evaluation; Questionnaires; *Science Education; Science Teachers; Secondary School Teachers; *Teacher Improvement; *Teacher Participation; Technological Advancement
IDENTIFIERS- *National Science Foundation

This study documents the effects of participation in the Teacher Enhancement Program (TEP) of the National Science Foundation (NSF). The NSF awarded more than 600 grants to scientists, mathematicians, and educators to develop and operate inservice teacher training programs between 1984 and 1989. The present study focuses specifically upon the assessments of those teachers who participated in TEP projects in terms of: the characteristics and quality of the projects; the substantive and pedagogic skills they acquired; and the benefits to their students and schools. In addition, the study integrates the findings from the participants' survey with those of an earlier survey of principal investigators who directed the projects. After an introduction that provides information on the context, objectives, and methodology of the study, the findings are presented in six parts. Part One discusses the characteristics of the TEP and the principal investigators (number of projects, financial support, PI professional and personal characteristics, and prior PI experience with TEP awards). Part Two discusses the recruitment of participants and their characteristics, with attention given to procedures for recruitment and selection, recruitment of special groups, number of participants per award, experience, and science and mathematics education). Part Three addresses the topic of goals and objectives for participation from perspectives of both PIs and participants, and general project operation. Part Four presents assessments of TEP projects under the headings: Project Outcomes and Impacts and Career and Educational Development among Participants. Part Five discusses

PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary School Teachers; Elementary Secondary Education; *Leadership Responsibility; Participative Decision Making; *Power Structure; Principals; Professional Development; *Role Conflict; *Role Perception; Secondary School Teachers; Self Efficacy; *Teacher Attitudes
IDENTIFIERS- Alabama; *Teacher Empowerment

This study examined the relationship between leader power and the amount of conflict with teachers' perceptions of their empowerment. Drawing from the literature, the study identified underlying dimensions of empowerment as teachers' involvement in decision making, and teacher impact, status, autonomy, opportunities for professional development, and self-efficacy. To measure power bases, the Rahim Leader Power Inventory (RLPI), a School Participant Empowerment Scale (SPES), and the Rahim Organizational Conflict Inventory I (ROCI-I) were completed by elementary school, middle school/junior high school, and high school teachers employed by the state of Alabama. Results showed that a principal's power was exerted because he or she was the boss; teachers' who perceived themselves as participating in the school decision making process gave the principal power because of their personal belief in the administrator's good will; and the only significant relationship between conflict and empowerment was found between intrapersonal conflict such as teachers trying to decide whether home requirements were more important than school requirements, or whether it was more important to spend time on discipline or instruction. Tables displaying descriptive statistics are included. (Contains 35 references.) (LL)

ED 372 045 SP 035 331

Larson, Mary Jo
Teacher Training To Introduce Conflict Resolution: Community Decision Making.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; *Conflict Resolution; *Constructivism (Learning); *Cooperative Learning; Decision Making Skills; Foreign Countries; High Schools; *High School Students; Inservice Teacher Education; Models; *Secondary School Teachers; *Teaching Models
IDENTIFIERS- Environmental Issues; *Model Development; Peace Corps; Zimbabwe

In May 1993, Peace Corps volunteers, environmentalists, and local educators attended a teacher training workshop in Harare, Zimbabwe. A learner-centered model constructed during the workshop represented community decision making, an activity based on simulations developed at George Mason University (Virginia). Using a joint decision making process, teachers from rural schools in Zimbabwe experienced cooperative learning while addressing a local environmental issue. The activity drew on a synthesis of constructivism and conflict resolution theory. This paper explains how the decision making model

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Communication Problems; *Community Development; *Cultural Influences; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Ideology; *Instruction; Role of Education
IDENTIFIERS- Empowerment

The pedagogical triangle of teacher, learner, and subject matter has in its center a fourth element: the communication system. Each feature of the pedagogical triangle, and the communication system as well, relies on a very important cultural component. Problems occur when communication processes in a classroom are fragmented and related to different cultures and ideologies. There is quite a distance between the school's culture and the students' culture. Academic discourses provoke students' resistance because they are remote from their everyday preoccupations. There are differences between classical culture and the industrial culture called modernity or postmodernity. Models of teachings and pedagogical theories belong to a different cultures. The common culture needed to exchange information is lacking. Education is a part of the problem because it provides an inadequate basis for learning to create a new culture. Education should place a priority on creating a "virtual educational community" with a communication system based on a common culture. Key factors in achieving this virtual educational community include use of an inductive curriculum based on real social and cultural problem solving, student involvement, empathetic communication between students and teachers, and teacher emphasis on empowerment of students rather than on control. (Contains 24 references.) (JDD)

ED 372 065 SP 035 355

Brawdy, Paul; Byra, Mark
A Comparison of Two Supervisory Models in a Preservice Teaching Practicum.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Clinical Supervision (of Teachers); Comparative Analysis; Early Childhood Education; Higher Education; Individual Instruction; Models; Physical Education; *Physical Education Teachers; Practicums; *Practicum Supervision; Program Effectiveness; *Self Evaluation (Individuals); Student Teacher Supervisors; Student Teaching; *Supervisory Methods
IDENTIFIERS- Preservice Teachers

This study assessed and compared the effects of two supervisory models, self-assessment and direct supervision, on types and frequency of teacher verbal feedback statements and questions during a 6-week one-teacher-to-one-learner teaching practicum. Sixteen students majoring in physical education instructed the same learner twice per week for 6 weeks. In the self-assessment model, subjects individually assessed their video-audiotaped lessons through systematic observation, after each lesson, for types and frequency of verbal feedback statements and questions. Rate per minute scores for each type of feedback were graphed, and participants were instructed to write an objective specific to one feedback category. The focus of this with one another and among themselves; individual retention and study exercises; crosswords and word puzzles; and identification or matching games. Students were again asked to rate their vocabulary and oral performance, and were post-tested for vocabulary gain. Results show some gain in vocabulary and confidence, but not sufficient to fully develop student skills. (MSE)

ED 371 607   FL 022 245

Teferra, Anbessa
A Sketch of Shabo Grammar.
PUB DATE- 91
NOTE- 19p.; In: Bender, M. Lionel, Ed. Proceedings of the Annual Nilo-Saharan Linguistics Colloquium (4th, Bayreuth, West Germany, August 30 - September 2, 1989). Nilo-Saharan: Linguistics Analyses and Documentation, Vol. 7, Hamburg, Helmut Buske Verlag, 1991. p371-387.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *Grammar; Language Research; *Languages; Linguistic Theory; Morphology (Languages); Phonology; Structural Analysis (Linguistics); Syntax; *Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Shabo

The structure of the grammar of Shabo, a little-known and unclassified Nilo-Saharan language of south-central Ethiopia, is described briefly. An introductory section describes the geographic area in which the language is used and reviews previous research on Shabo. Subsequent sections explain basic features of Shabo phonology (consonants, consonant alternations, vowels, suprasegmentals), morphology (nouns, verbs), and syntax (noun phrase, conjunctions, noun case markings, postpositions, question words, word order). A brief note on lexicon is also included. Contains 11 references. (MSE) positive learning environment; (6) can apply principles and techniques to the assessment of spoken and written English; (7) can evaluate effectiveness of TESOL language teaching program; and (8) can work effectively with key personnel in a range of contexts. Two appendixes provide governmental advisory documents on teacher competency and definitions of competency standards. (MDM)

ED 371 629 FL 022 281

Lanier, Lois Kleinhenn, Ed.
Communicative Activities for Teaching Listening and Speaking.
PUB DATE- Oct 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communicative Competence (Languages); Cultural Awareness; *English (Second Language); Games; Grammar; Intercultural Communication; Interpersonal Communication; Language Usage; *Listening Skills; Phonology; Second Language Instruction; Skill Development; *Speech Skills; Telephone Usage Instruction

A collection of classroom activities for teaching listening and speaking skills in English as a Second Language (ESL) is presented. They are designed to be accompanied by a tape (not included here). All were developed by teachers and have been used successfully in ESL classrooms. Topics and skill areas addressed in the games and exercises include: getting to know classmates; asking questions; using count and non-count nouns; dealing with telephone answering machines; prepositions of location; minimal pair sounds; description of objects; understanding United States culture; traditional folk songs and stories; categorizing; vocabulary development; use of different verbal strategies; integrating language skills; developing a sequence of photographs; individual and cultural differences in use of time; and networking skills. In some cases, student worksheets are also provided. (MSE)

ED 371 650 HE 027 491

Uerling, Donald F.

Selected Characteristics of Higher Education in the United States and the State of Nebraska.

PUB DATE- May 94
NOTE- 14p.; Paper presented at the International Workshop on Training of Higher Education Administrators and Reform of Higher Education Administration (Shanghai, China, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Colleges; Community Colleges; Federal Government; *Government Role; Government School Relationship; *Higher Education; *Institutional Characteristics; State Government; Technical Institutes; Universities; Vocational Schools
IDENTIFIERS- *Nebraska; *United States; University of Nebraska

This paper presents an overview of the nature and structure of higher education in the United States, with a specific focus on higher education in the state of Nebraska. Although the United States has no official national system of higher education, the federal government plays an important role in the regulation and funding of colleges and universities, both directly and indirectly, through legislation, the enforcement of individual constitutional rights, and adjudication. Higher education in the United States is extensive and diverse, with some 1,624 public and 2,014 private institutions in existence during 1992-93, enrolling over 15 million students. Higher education in Nebraska is similar in many respects to other states. State-supported institutions include the four campuses of the University of Nebraska system and three state colleges, as well as six community colleges. There are 17 independent colleges and universities, most of which have some religious affiliation. There are also 46 private career schools which provide training in some specific aspect of business or industry. The administration, mission, and activities of the University of Nebraska are summarized. (MDM) indicators and its framework which uses the broad categories of knowledge, skills--grouped into those exhibited in the written product and those demonstrating cognitive abilities--and affect. Section 3 presents the list of proposed indicators with relevant studies cited to justify each item's inclusion in the taxonomy. Proposed indicators of knowledge evaluate the following: knowledge of the composing process; understanding of the rhetorical problem; composing--strategies and metacognition; knowledge of the planning process; knowledge of the review process; self-reflection; knowledge of the need for rhetorical specification; audience awareness and writer-reader interaction; genre and discourse community; collaboration; and topic knowledge. Proposed indicators of skills cover: basic mechanics; vocabulary fluency; sentence construction; organization between and among sentences; paragraphs; coherence; organization; voice; focus, contrast, and classification; concept formulation; analysis; inductive and deductive arguments; synthesis; dialectical thinking; metaphorical thinking; and reading/writing skills. Finally indicators of affect evaluate: motivation; confidence and risk taking; ability to accept criticism; sensitivity to situational exigencies; sensitivity to audience; sensitivity to context; and intellectual humility. Section 4 addresses possible questions concerning the feasibility of this approach. Contains over 120 references. (JB)

*Instructional Improvement; *Mentors; *Peer Evaluation; Teacher Effectiveness; *Teacher Improvement

This paper discusses the amelioration of college teaching by the use of peer review within a supportive mentor relationship. In such a relationship, the mentor and the more junior teacher work as peers, and this removes the punitive element from the evaluation process and adds an element of support. The peer/mentor evaluator can be simply a colleague who is asked to observe and provide feedback, or could be part of a project to improve teaching excellence. The elements of a peer/mentor teaching evaluation include: (1) positive feedback first; (2) comprehensive evaluation; (3) recognition of areas where the evaluating peer's expertise is lacking; (4) emphasis on context; (5) recognition of other responsibilities that impact on teaching; (6) emphasis on growth and a "better way" to do things; (7) emphasis on mutual support; (8) focus on the enhancement of tactics, techniques, and strategies to improve learning; and (9) separation of the personality of the instructor from the instructional process. Areas of concern include discrepancies between peer evaluation and students' evaluation of the professor's instruction, the consequences if improved teaching does not result from the peer review process, and consideration of research and service as other components of college faculty positions. (Contains 18 references.) (JDD)

State Plan for Technology for the State Board of Education of Ohio.

PUB DATE- 9 Nov 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Environment; Educational Improvement; Educational Objectives; *Educational Technology; Elementary Secondary Education; Learning; Policy Formation; Professional Development; *Public Policy; Resource Allocation; *School Role; *State Programs; Statewide Planning; *Technological Advancement
IDENTIFIERS- *Ohio State Board of Education

The state plan for educational technology in Ohio has been developed to facilitate a basic understanding of the broad scope of technology and how it can affect learning positively. It is also intended to provide a framework for policy and resource allocation decision making. Massive systemic changes in curriculum, professional development, and governance are vital if young people are to have the opportunity to become knowledgeable workers in the global information age. Educators must provide the will, the intelligence, and the way. Schools should be changed into technological environments, but unless there is commitment from the staff, the changes will be useless. Instructional goals are as follows: (1) enhance the teaching and learning process with a variety of technologies; (2) enhance the learning environment to support teachers, adapt to changing curricula, and facilitate interdisciplinary curricula; (3) integrate technology through the curriculum; (4) extend the boundaries of the learning environment; and (5) assess the impact of technology on learning. Specific measurable objectives are defined for these goals. The plan includes goals for professional development and some general guidelines for assessment and evaluation. (SLD)

confidence needed to be technology literate. A cooperative training program with the local public broadcasting station was developed, and instructional video technology was modeled within the weekly course presentation. Also, a video technology resource room was created for the interns. Analysis of the interns' final thematic unit presentation indicated an increased use of video technology, and, through a reflective attitude paper, all the interns stated an increased comfort level for using technology within the curriculum. (Contains 35 references.) (JLB)

ED 371 730   IR 016 703

Brown, Margaret E.
Computer Simulation: Improving Case Study Methods for Preservice and Inservice Teacher Education.
PUB DATE- May 94
NOTE- 124p.; Ed.D Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Comparative Analysis; *Computer Assisted Instruction; *Computer Simulation; *Educational Diagnosis; *Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Learning Disabilities; Preservice Teacher Education; Problems; Questionnaires; Special Education; Student Attitudes; Teacher Education

This practicum was designed to address a problem in a teacher education program where case study experience for education students to learn to diagnose learning disabilities was limited and difficult to provide due to such problems as course scheduling, transportation in a rural area, and identifying appropriate children for study. Participants included undergraduate and graduate students, school district resource teachers, and faculty instructors. Practicum goals were to improve case study experiences for preservice education students learning to diagnose the nature of learning disabilities in school age children and youth; enhancing inservice teacher training; and facilitating the use of technology across the curriculum in the teacher education programs. With the available technology in the school of education, a computer simulation for case study was implemented. The vast majority of students found computer simulation case study to be an easy-to-use and effective tool in the education program. Included in the appendices are questionnaires used in the evaluation of the simulation. (Contains 43 references.) (Author/JLB)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Computer Networks; Cooperative Learning; *Distance Education; Educational Change; Educational Cooperation; Educational Policy; Educational Research; *Educational Technology; Higher Education; Instructional Design; Policy Formation; Student Attrition; Telecommunications

The purpose of this symposium on research in distance education was to continue the process of building the network of scholars and climate of cooperation and communication necessary for further development of distance education and to provide an opportunity for discussion. Four main areas of focus for the symposium were learning and characteristics of learners; course design and communication; instruction and learner support; and theory, policy, and management. There are eight papers in this collection: "Conative Capacity and Attention Control Implications for Distance Education" (Kathryn S. Atman); "Boundary Articulation, Domain Determination, and Organizational Learning in Distance Education: Practice Opportunities and Research Needs" (Joe F. Donaldson); "Collaborative Learning and Group Dynamics in Computer-Mediated Communication Networks" (Charlotte N. Gunawardena); "Identifying Performance Improvement Prescriptions for Distance Learning and Teaching: Quantitative and Qualitative Approaches" (M. Winston Egan, Joan Sebastian, Marshall Welch, and Brent Page); "Designing Policy Tools for the Third Generation of Distance Education" (Gary E. Miller); "Research-Based Approaches to Dealing with Student Attrition: Experiences at the American College" (John W. Bajtelsmit); "Synergistic Model for Statewide Telecommunications Success" (Robert B. Leiter); and "Theory of Distance Education" (Michael G. Moore). Most of the papers contain references. (JLB)

Ojo-Igbinoba, M. E.
The Practice of Conservation of Library Materials in Sub-Saharan Africa. Monograph on Africana Librarianship No. 3.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Cleaning; Emergency Programs; Fire Protection; Foreign Countries; Higher Education; Library Collections; *Library Materials; Library Planning; Library Surveys; *Preservation; Prevention; Questionnaires; Records Management; Repair
IDENTIFIERS- *Africa (Sub Sahara); *Library Materials Conservation

This document is concerned with the practice of conservation of library materials in African university libraries south of the Sahara and north of the Limpopo. Data were collected using a questionnaire mailed to 42 university libraries in Sub-Saharan Africa. Responses were received from 27 libraries for a 64% response rate. Data analysis was conducted on all respondents. Ten chapters address the following topics: (1) the history of conservation efforts at local and international levels; (2) the climate of Africa; (3) biological agents of deterioration, including insect pests, disinfection and fumigation, fungi, termites, bookworms and silverfish, rodents/rats, human agents, and theft and vandalism; (4) physical agents of deterioration, including temperature, humidity, light/sunlight, and opening hours; (5) chemical agents, including intrinsic acidity and atmospheric pollution; (6) disaster planning; (7) the handling of materials; (8) preservation and conservation methods in Africa; (9) remedy measures of conservation; and (10) conclusions and suggestions. The survey instrument in included in the appendix. (Contains 64 references.) (JLB)

(141)

DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Assisted Testing; *Computer Managed Instruction; *Courseware; Program Descriptions; *Spelling Instruction; Two Year Colleges

IDENTIFIERS- Los Angeles Pierce College CA

Los Angeles Pierce College has been using Computer-Based Spelling Instruction (CBSI) software in spelling enrichment classes since 1992. Students who have used the program average 96% on final exams, and student retention proves excellent. The CBSI module performs the following functions: (1) administers a 1,200 word pretest; (2) divides missed pretest words into 15 word "chapters"; (3) provides a printout of words missed on the pretest; (4) provides an optional printout for facilitators to identify patterns of errors or to demonstrate rules of phonics or spelling; (5) divides each chapter into three lessons (i.e., spelling, practice quiz, and random review of previously learned words); (6) provides exposure to the words to be learned in three learning modalities (i.e., visual, auditory, and tactile); (7) presents practice involving extensive repetition; (8) keeps a cumulative record of time spent on lessons; (9) administers chapter tests, including words from prior chapters; (10) requires a minimum score of 70% on each chapter test to advance students to the next chapter; (11) prints test results; and (12) administers a final exam covering all the words misspelled on the pretest. The CBSI program is IBM compatible, requires a DECtalk speech synthesizer and personal computer with a hard drive. The program also requires a facilitator to explain the operation of the program and to monitor student progress. The cost of the program is $150. (KP) reduce high attrition rates in minority populations. A long-term professional development collaboration between Cuyahoga Community College and Kent State University (KSU) has resulted in 70 staff members taking KSU courses, with 25 admitted to doctoral programs. Adjunct faculty at College of the Canyons (California) receive a stipend and a 10% salary increase for their completion of instructional skills and advanced teaching workshops. Many programs also incorporate classroom research allowing teachers to improve teaching through the use of feedback measures that assess what students are learning and make changes accordingly. Other development efforts include a teaching resource handbook developed by the Community College of Vermont, the infusion of "globally-oriented components" into courses in the Virginia Community College System, and Brevard Community College's Return to Industry program which allows faculty to update skills through summer projects at industry sites of their choice. (KP) students or in separate CDA classes. Information for each learning activity includes topic, objective, name of activity, suggested materials, procedure, comments, suggested length of time, learning styles and source. Although each activity is designed for a particular topic, most of the techniques or procedures described could be altered to fit other topics. Sample lesson plans using the activities are given for a 3-hour class, although activities can be used for shorter classes. Lesson plans include an opening activity, main activities, and feedback activity for both large and small groups. Each activity section concludes with a list of additional resources. An annotated list of 39 print and video resources is included at the end of the manual. (TJQ)

ED 371 826   PS 022 333

Catalani, J. Christine
The Child Development Associate Credential Curriculum and Technical Assistance Project. Final Narrative Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Community Colleges and Technical Institutes Div.
PUB DATE- Jun 93
NOTE- 74p.; For the "Facilitators' Guide to Active Learning Techniques" developed by this project, see PS 022 332.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; Curriculum Guides; Early Childhood Education; Higher Education; *Instructional Materials; *Learning Activities; *Lesson Plans; Program Descriptions; Program Evaluation; *Teacher Education; *Teaching Guides
IDENTIFIERS- *Active Learning; CDA; CDA Credential; *Child Development Associate

An instructor's guide with "active learning" teaching techniques, handouts, transparency masters, and other supplementary materials was developed for use with the Child Development Associate (CDA) Training programs in Texas community colleges. The project is a 1-year continuation of the Child Development Associate Credential (CDA) Curriculum and Training Project. Activities in the guide were field tested at four community college sites. Activities were subsequently revised and new activities developed based upon feedback from the colleges and according to new guidelines in the CDA Council Model. Technical assistance was provided to the four colleges through demonstration teaching, workshops, and meetings. This final report of the project contains a description of the project, chronological listing of project objectives, and a summary of the project's major goals. Seven appendices contain (1) the advisory board committee meeting minutes; (2) the guide evaluation form; (3) a CDA Credential survey; (4) technical assistance forms; (5) technical assistance data; (6) activity evaluation forms; and (7) examples of publicity efforts. (TJQ)

Africa as a whole, Nepal, Romania, France, Switzerland, Italy, and the United States, Section 3 contains articles on groups of children vulnerable to contracting AIDS in the Philippines, Brazil, Thailand, and Nepal. Section 4 focuses on children who are orphaned due to the AIDS pandemic in Uganda, Rwanda, Italy, Brazil, and the United States. Section 5 focuses on AIDS prevention programs in Zambia, the Philippines, Zimbabwe, Hong Kong, and Chile, along with those developed by international organizations. (MDM)

ED 371 846 PS 022 435

Marks, China
Studio in a School. Early Childhood Program 1992-93. OREA Report.
PUB DATE- 11 Feb 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Art Education; *Artists; Child Development; *Childrens Art; *Kindergarten; Pilot Projects; *Preschool Education; Program Descriptions; Program Evaluation; Program Improvement; Teacher Role; *Visual Arts
IDENTIFIERS- New York (New York); *Studio in a School NY

This report describes the development, implementation, and evaluation of a pilot project by the Studio in a School (SIAS) arts group to place professional artists in six preschools and kindergarten programs in New York City public schools. The SIAS program provided both on-site, hands-on visual arts training of teachers and aides and direct services to children. It emphasized activities that focused on physical handling of materials, sensory exploration, and vocabulary building. Classroom observations and interviews of artists, teachers, and administrators showed a high level of program implementation and satisfaction. Most teachers expressed a desire for an expansion of the SIAS program. Both preschool and kindergarten children showed gains in socio-emotional, linguistic, cognitive, physical and motor, motivational, and aesthetic development. Evaluators recommended that SIAS program administrators: (1) seek funds for the expansion of the project to more schools; (2) encourage closer collaboration between artists and classroom teachers; and (3) provide additional staff development time to teachers and artists to better implement the program. (MDM) primary education in the country's impoverished areas. The guiding principles of the program are positive discrimination (affirmative action), equity, professionalization of teachers, and the interaction of school culture with community culture. The program consists of: (1) learning workshops for third- and fourth-graders conducted by trained older students; (2) inservice workshops for teachers; (3) preparation of workbooks and manuals for students and teacher; (4) the creation of classroom libraries; and (5) the improvement of school buildings and grounds. The program has led to increased teacher professionalization, improvement in student morale, improvement in language arts and mathematics achievement, and improvements in school facilities, which in turn has contributed to a better educational environment and sense of pride in education in impoverished areas. (Two appendixes outline actions undertaken for language skills training and list educational materials developed for the program.) (MDM)

ED 371 867   PS 022 468

Fiene, Richard
National Early Childhood Program Accreditation (NECPA) Annual
  Report, 1993.
PUB DATE- 93
NOTE- 57p.; For the 1992 Annual Report, see ED 360 095.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Accreditation (Institutions); Childhood Attitudes;
  *Day Care Centers; Early Childhood Education; Educational
  Quality; Institutional Evaluation; National Surveys; Parent
  Attitudes; Program Effectiveness; Questionnaires; *Self
  Evaluation (Groups); *Standards; Teacher Attitudes

This report presents the results of a study of 130 private early childhood programs in 23 states, which are applying for or have received accreditation from the NECPA commission. Data were collected through institutional self-reports; parent, staff, and child surveys; and on-site verification. Results are presented for Phase I programs, which began the accreditation process during 1991-92, and Phase II programs, which began the process in 1993. Institutional self-reports were based on the completion of the Automated Accreditation Indicator System (AAIS) questionnaire, a broad measure of program effectiveness that examines: (1) administration and general operation; (2) professional development and work environment; (3) center environment; (4) health and safety; (5) center records; (6) developmental issues; (7) special needs children; and (8) parent and community involvement. The results indicate that overall compliance rates have improved significantly from Phase I to Phase II, showing that staff are more qualified and that training opportunities, staff salaries, program resources, and parent involvement have risen. (MDM)

ED 371 888   PS 022 517

Silvern, Joan, Ed.
A Family-Centered Perspective.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; *Day Care; Divorce; Employed Parents; *Family Involvement; Family Programs; *Family School Relationship; Models; *Parent Education; *Parent Participation; Program Descriptions; Young Children
IDENTIFIERS- Family Literacy; Family Resources and Support Programs

This newsletter issue focuses on the issues surrounding and benefits of childcare that actively involves the family. Articles include: (1) "The Working Parents' Dilemma"; (2) "The Consortium of Family Organizations"; (3) "Children's Services: Directions for the Future"; (4) "Implementing Strategic Policies for Families and Children at Risk"; (5) "Family Literacy: Collaborative Learning Ventures for the Nation's Families"; (6) "PACE: Parent and Child Education in Kentucky"; and (7) "Family Divorce Adjustment Program: A Model for Improving Children's Post-Divorce Adjustment." In addition, the newsletter issue includes a statement from the Family Resource Coalition welcoming the coalition's new executive director. (HTH)

ED 371 908 PS 022 616

Continuous Progress/Ungraded Schooling: One Way To Individualize Learning.
PUB DATE- Sep 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academically Gifted; Classroom Techniques; Cognitive Style; *Continuous Progress Plan; Curriculum Development; Elementary Secondary Education; Grade Repetition; Grouping (Instructional Purposes); High Risk Students; *Mastery Learning; Nongraded Instructional Grouping; Program Descriptions; Student Evaluation; *Teaching Methods

This newsletter examines the continuous progress (CP) curriculum, the primary characteristic of which is flexible pacing for the student. The newsletter notes some of the practical concerns limiting implementation of CP curricula, and how some schools have overcome them. It then discusses four issues that schools must address to employ a continuous progress plan: (1) scope and sequence; (2) instructional materials; (3) management system; and (4) teachers as advisors. The costs of implementing such a program are also considered. Next, the newsletter discusses the advantages of such a plan, including making students accountable for their learning, allowing students credit for what they have learned, avoiding the negative consequences of tracking, and making teachers think more critically about what they are teaching. The implications of CP for gifted students are explored, and several programs succeeding with at-risk students are described. The newsletter concludes by noting the parallels between CP and the push for accountability, and the factors needed in place before implementing such a program. Contains 14 references. (HTH)

summary. Programs involve transmitting diagnostic material such as EKGs, X-rays, or ultrasounds; providing continuing education for health professionals; and allowing access to health-related databases, computer networks, or consultants. Statewide TeleHealth projects are also described. The final section provides a basic overview of some of the regulatory, legal, and quality assurance issues confronted by those implementing telecommunication systems, including legal and constitutional conflicts related to higher education delivered via telecommunications across state lines. This document contains 30 references, project and state contacts for further information, a glossary of telecommunications terms, and tables of transmission channels and compression standards and comparisons. (KS)

ED 371 927   RC 019 683

Bonta, Bruce D.
Peaceful Peoples: An Annotated Bibliography.
PUB DATE- 93
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Aggression; American Indians; *Annotated Bibliographies; Child Rearing; Culture; Ethnography; Foreign Culture; Human Relations; *Indigenous Populations; Nonformal Education; *Peace; *Prosocial Behavior; *Socialization; Social Structure; Social Values; *Sociocultural Patterns
IDENTIFIERS- *Nonviolence

This annotated bibliography includes 438 selected references to books, journal articles, essays within edited volumes, and dissertations that provide significant information about peaceful societies. Peaceful societies are groups that have developed harmonious social structures that allow them to get along with each other, and with outsiders, without violence. Forty-seven peaceful societies are described, including religious groups such as the Amish, the Brethren, Doukhobors, Hutterites, Mennonites, Moravians, and Quakers; Native peoples of North America such as the Inuit, Montagnais-Naskapi, Sanpoil, Saulteaux, Zapotec, and Zuni; and indigenous groups from South America, Africa, the Pacific Islands, and Southeast Asia. Literature from fields such as anthropology, psychology, sociology, history, and religious studies are represented. Many entries deal with childrearing techniques and traditional education aimed at socializing children to mores of nonviolence and emotional control. Sections are arranged alphabetically according to the names of the people, and each section includes a brief introduction to the people and information such as their location, population, and economic livelihood. Each entry includes author, title, source, date of publication, and annotation. Also included is a title, author, and subject index. (LP)

NOTE- 62p.; For other booklets in the series, see SE 054 607-611.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Inservice Teacher Education; Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; *Program Development; *Teacher Education Programs; *Teacher Workshops; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Environmental Education Programs

This booklet is one in a series of resource manuals to help teacher educators conduct environmental education (EE) teacher workshops or promote EE programs. This unit is intended for workshop facilitators to help teachers integrate environmental themes into their teaching. It provides ideas for making connections between environmental content and other disciplines. An introduction presents a rationale for integrating EE into traditional school curricula. The unit is presented in five sections that describe: (1) three workshop strategies for providing resources that meet teachers' curricular objectives, helping teachers make the content connection, and integrating EE to teach process skills; (2) information for making sense of the mix; (3) the infusion and insertion approaches to integrating EE into the curriculum; (4) 10 activities for use during the workshop; and (5) a list of 23 resources listed under the categories of trainer reference materials, teacher materials for content infusion, and teacher material for process infusion. The activities are presented in four sections that exemplify the multidisciplinary nature of EE, use the content integration strategy to help teachers select activities for their classrooms, use process integration to guide teachers in developing EE that build critical thinking and communication, and help get integration workshops started. (MDH)

Instruction; Museums; *State History; Teacher Education; *United States History
IDENTIFIERS- *Indiana

This report summarizes the activities of "Indiana and the New Nation," a 2-year educational program for 30 Indiana teachers. The program sought to enrich participant knowledge and understanding of U.S. history; to find the means of using local historical resources to explore major themes in U.S. and European history; to find ways of integrating the valuable historical sites and resources of southern Indiana into the training of teachers and the shaping of the Indiana curriculum; and to identify deficiencies in social studies education and formulate recommendations for remedying them. The program implementation reflected such assumptions as students learn too little about Indiana and midwestern history and culture; local and regional history should be examined at many places in the student's education, and not just the fourth grade; and the curriculum should place greater emphasis on how to do history, including substantial use of primary sources. Besides summarizing the activities of the program, this report examines the influence of the program on its participants as well as those outside it. It concludes with a series of recommendations on teacher education, curriculum, and historic resources. Major activities of the project included summer institutes, teaching seminars, and a public workshop. Recommendations included those in the areas of teacher training and development at the elementary, secondary, and continuing education levels, and the curriculum such as history education, Indiana history, teaching materials and aids, and Indiana historic sites and museums. (DK)

the use of the network's programming as a teaching resource. The section on the C-SPAN cable networks contains information on C-SPAN, C-SPAN 2, C-SPAN Audio 1, and C-SPAN Audio 2, regularly scheduled programs, ways to obtain the program schedule, viewing tips, the public affairs video archives at Purdue University, publications for purchase, and transcript sales. Teacher suggestions for using C-SPAN in the classroom provide applications in a variety of subjects areas. An explanation of how to use a TV and VCR as tools for active learning precedes lesson plans for C-SPAN programming. The eight lessons include appropriate subject area, objectives, pre-class preparation, a student assignment, length of time required, and follow-up recommendations. A program schedule grid and the C-SPAN copyright policy follow a guide for writing a letter to a U.S. senator or representative. (CK)

ED 372 008 SO 024 071

Selden, Ramsay; Ward, Thomas G.
U.S. History Framework for the 1994 National Assessment of Educational Progress. NAEP U.S. History Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Concept Formation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; Grade 4; Grade 8; Grade 12; Learning Activities; Social Studies; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

The 1994 U.S. History Framework encourages students to learn about ideas and people and to understand how the present world is the result of choices and convictions of people, and the focus of the assessment is to see what diverse U.S. students in grades 4, 8, and 12 understand about U.S. history. The framework proposes that students studying U.S. history should encounter compelling stories and ideas, common and diverse traditions, economic growth and setbacks, technical innovation, philosophical debate, religious conviction, and the interconnection of these forces. The framework for assessment consists of five purposes: (1) provides background on the National Assessment of Educational Progress (NAEP); (2) defines a conceptual approach to U.S. history that incorporates a balanced treatment of the United State's common and diverse culture; (3) identifies content, ways of thinking and knowing about history, and skills that students at each grade level should master; (4) describes desired characteristics of the assessment and recommendations for mixing knowledge and recall questions with more complex and thought-provoking questions; and (5) presents preliminary descriptions of the basic, proficient, and advanced levels of achievement by which performance will be reported at grades 4, 8, and 12. After a discussion of special studies and research, appendix A lists 55 individuals and groups that participated in the 1994 NAEP United States History Consensus Project, and appendix B provides illustrative examples of student activities for each theme and period in United States history. (Author/CK) relationships among the variables from perspectives of participants and PIs . Part Six presents PI and participant observations on their projects and on the TEP program, and implications of the studies for the NSF. The final section presents conclusions and recommendations. Among the conclusions are six areas of goal accomplishments: the projects reached teachers; participants were pleased with the operation of their TEP projects; participants reported a variety of improvement in their approaches to teaching; participants reported significant changes in student behaviors; a variety of participant leadership activities were reported to have increased; and 81 percent of participants would recommend the program to others. Four appendices (which represent about one third of the volume) include: annotated participant survey questionnaire; annotated principal investigator questionnaire; tables; and bibliography. (LL)

developed in Zimbabwe can be modified to help students address critical issues in any urban, suburban, or rural environment. The model allows students to become creative problem solvers as they take responsibility for addressing their own concerns. As students construct new solutions to complex problems, the conflict resolution process helps them develop the knowledge, skills, and attitudes required to participate as responsible, open-minded, and creative community members. The document concludes with paragraphs developed to summarize the interests of parties attending the community decision making meetings in Zimbabwe. (LL)

ED 372 046 SP 035 332

Adkins, Kathleen
A Workshop and Resource Program for Training and Motivating College English Professors To Teach Critical Thinking Skills.
PUB DATE- Apr 94
NOTE- 44p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College English; Community Colleges; *Critical Thinking; English Departments; Higher Education; Inservice Teacher Education; Motivation Techniques; *Professors; Program Design; Resource Materials; *Skill Development; Teaching Methods; *Teaching Skills; *Thinking Skills; Workshops

A survey, completed by 15 professors of English, indicated a fundamental lack of student critical thinking skills within their department, and a 90 percent discrepancy in teacher training with only 10 percent of teachers having received formal training. This paper describes a workshop designed to educate and motivate the English professors in a small community college to teach critical thinking and problem solving skills. Program strategies included motivating faculty involvement through collaborative empowerment, positive reinforcement, personal communication, and voluntary participation. The workshop included instruction on practice in proven critical thinking teaching methods, a handbook of teaching strategies, research articles and resources, and post-workshop discussion meetings. Subsequent to workshop implementation, a second survey showed that participating instructors observed improvement in student critical thinking skills, and 100 percent reported increases in their own knowledge, awareness, motivation, and use of critical thinking teaching methods. The project also served as the start of an "across-the-curriculum" drive to infuse critical thinking into all courses at the college. Appendixes provide pre- and post-workshop surveys, survey results, post-workshop faculty feedback, workshop agenda, and the handbook's table of contents. (Contains 23 references.) (Author/LL) objective was to increase the frequency of feedback. Subjects in the direct supervision model met with a supervisor after each lesson and jointly coded types and frequency of feedback statements and graphed them. The supervisor then prescribed, in collaboration with the participant, a strategy for the improvement of verbal patterns of interaction with the learner. Results indicate that a model of supervision which employs an initial period of self-assessment followed by direct supervision effectively increases the use of positive specific verbal behavior in preservice teachers. (Contains 17 references.) (JDD)

ED 372 066   SP 035 356

Tatel, Edith S.
Improving Classroom Practice: Ways Experienced Teachers Change after Supervising Student Teachers.
PUB DATE- 8 Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Cooperating Teachers; Higher Education; Instructional Improvement; Interviews; Peer Relationship; Preservice Teacher Education; Qualitative Research; Secondary Education; *Student Teachers; *Teacher Improvement; *Teaching Experience; *Teaching Methods

This qualitative research, based on interviews with 30 secondary-level cooperating teachers, examines the student teaching experience from the perspective of the cooperative teacher. In the interviews, cooperating teachers identified many changes in their own classroom practices that occurred as a result of their experiences with student teachers. Changes fell into the following categories: (1) teachers include new curricular content material; (2) they learn and adopt new pedagogical methods and concepts; (3) they add new strategies or tactics for motivation, presentation, and assessment to their "teacher bag of tricks"; and (4) they improve their immediate teaching practices as a response to the daily presence in the classroom of the student teacher. Excerpts from the interviews are included and many give specific examples of ways teachers improved because of their experience supervising student teachers. (Contains 20 references.) (JDD)

ED 372 067 SP 035 359

Williford, Lynn E.
Perceived Impact of State Rules and Regulations on Teacher Education Programs.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- May 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); *Admission Criteria; Attitude Measures, Department Heads; Elementary Secondary Education; Faculty Development; Higher Education; Minority Groups; *Program Development; *Program Implementation; Schools of Education; State Legislation; *State Standards; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Impact Evaluation; North Carolina; Reform Efforts

The deans or department chairs of the 46 state-approved schools and departments of education in North Carolina were surveyed to determine the impact of the state-imposed regulations on their program development and implementation efforts. The respondents were asked if the state-imposed rules and regulations governing teacher education programs made it difficult for institutions to offer the kinds of programs they wished to provide, restricted creativity, caused difficulty in curriculum development, or caused other specific administrative problems. The regulations were those involving program approval standards, accreditation review processes, and certification requirements and procedures. Some major findings were: (1) the more rigorous screening of candidates for admission to teacher education has resulted in significant improvement in the academic quality of teacher education students; (2) the currently used outcome measures of program quality (70 percent passing rate on the NTE exit tests and the 95 percent success rate of graduates in the Initial Certification Program) are generally perceived to be positive; and (3) among the standards for state program approval, the SDPI competencies and guidelines for specialty areas and professional studies were considered to have had a positive impact. One conclusion reached was that many reported difficulties with the regulations are related to the perceived burdensomeness of the process rather than disagreement with the criteria. Appendixes provide copies of the cover letter and survey instrument mailed to respondents. (LL)

ED 372 068 SP 035 360

Polen, Deborah A.; And Others
Implementation of the Second Major Requirement for Teacher Education Majors.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Nov 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; College Faculty; *Degree Requirements; Department Heads; Educational Change; Education Majors; Elementary Secondary Education; Higher Education; Intellectual Disciplines; Preservice Teacher Education;

ED 372 087 TM 021 749

Raisch, Michele L.
Collaborative Teacher Research: Cooperating Teacher, Student Teacher, and University Faculty Working Together.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; College School Cooperation; *Cooperating Teachers; Higher Education; Inquiry; *Participatory Research; Qualitative Research; *Researchers; Secondary Education; Social Support Groups; *Student Teachers; Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Inquiry Based Instruction

This investigation paired four university secondary education student teachers with four experienced English teachers. As the students did their practice teaching, they conducted joint classroom research with their cooperating teachers. Their relationships over the course of the semester were documented and analyzed using a qualitative case-study design. The investigation found that the intersection of roles as a university researcher, facilitator, colleague, and teacher researcher put her in a unique position to become part of the teacher research group, which evolved into a support group that continues 3 years after the formal research project has ended. Analysis of the common themes that emerged in the formal project indicates that it was easier for the teachers to collaborate with one another than it was for the teachers to collaborate with the student teachers, largely because of differing experiences and divergent perspectives about the research task and the meaning of the teaching community. The support group that grew from the project did not include the student teachers. Teacher participants describe a renewed sense of professionalism as they continue to conduct inquiry. (Contains 38 references.) (SLD)

ED 372 088 TM 021 750

Tonso, Karen L.
Organization, Knowledge, and Identity: A Collaborative Team in a Nontraditional Engineering Class.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Course Content; *Engineering Education; Engineers; English; Group Membership; Higher Education; *Internship Programs; *Knowledge Level; *Organization; Practicums; *Problem Solving
IDENTIFIERS- School Culture

In a nontraditional engineering course students participated in internships in which they worked in teams for local industry or

ED 372 106 TM 021 832

Voerman, Irene; And Others
Evaluation for Training Impact: Insights from Advanced Practices.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Case Studies; *Educational Practices; *Evaluation Methods; Evaluation Utilization; *Evaluators; Followup Studies; Foreign Countries; Interviews; Literature Reviews; *Needs Assessment; Organizations (Groups); Supervisors; *Training; Trend Analysis
IDENTIFIERS- *Netherlands

A literature review examined major trends in organizations and training and the ways in which evaluation may help drive training impact. In addition, 3 case studies and 18 interviews were conducted in the United States to study evaluation methods. Recommendations about the use of evaluation for training impact were then formulated, and four Dutch experts on evaluation and training were asked to react on the recommendations in the Dutch context. Characteristics identified in the literature were illustrated with an example from one case study of a company that sells medical products by telephone. The following steps were essential: (1) conduct a needs assessment; (2) design and deliver training iteratively; (3) get the supervisor and employee together before the training to discuss it; (4) follow up on the training; and (5) store evaluation information in an electronic database. In contrast to the opinions of U.S. evaluators, Dutch experts believed that the training consultant should not be responsible for the involvement of supervisors, and further indicated that evaluation should be used sparingly by the training consultant because it is often seen as threatening in the Dutch context. Reasons for these differing perceptions are discussed. Four tables present study findings. (Contains 13 references.) (SLD)

ED 372 107 TM 021 844

Keith, Jo Ann; And Others
Colorado Graduation Rates for Class of 1993 and 1992-93 Annual Dropout Rates for Grades 7-12.
PUB DATE- Mar 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Average Daily Membership; Dropout Rate; Dropout Research; *Dropouts; *Enrollment; Ethnic Groups; *High School Graduates; High Schools; Longitudinal Studies; Racial Differences; *School Districts; *State Surveys; Student Attrition; Tables (Data)
IDENTIFIERS- *Colorado

This report contains summary tables of state graduation rates for the class of 1993 of the Colorado public schools and dropout rates for the 1992-93 school year. Reports of graduation and dropout rates are further broken down by school district. The graduation rate is a cumulative or longitudinal rate that

ED 372 126 UD 029 937

Sessoms, Isaiah

A Conceptual Model of Infusing Multicultural Curriculum in Various Academic Disciplines in Higher Education.

PUB DATE- 9 Feb 94

NOTE- 20p.; Paper presented at the Annual Conference of the National Association Multicultural Education (4th, Detroit, MI, February 9-13, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cross Cultural Studies; Cultural Differences; *Cultural Pluralism; *Curriculum Design; *Curriculum Development; *Curriculum Enrichment; Demography; Educational Quality; Ethnic Groups; Higher Education; Instructional Materials; *Multicultural Education; Political Influences; Postsecondary Education; Racial Relations; Resource Allocation

IDENTIFIERS- Diversity (Groups); Multicultural Materials

This paper addresses the need to inform all students of the importance of multicultural issues and the impact that cultural diversity will have on global society and offers a model that examines the problematic issue of incorporating a multicultural curriculum into what has been termed "traditional curriculum." The author develops the criteria needed for cultural totality in curricula and examines various social determinants that significantly impact curriculum development as it relates to the historical racism as a social deterrent to a culturally enriched curriculum. In addition, the paper highlights specific techniques and strategies for infusing culturally diverse materials into curricula that are currently being used to assist all students to become better-informed citizens and to understand the rich history and culture of various diverse groups in the United States and globally. (Contains 16 references.) (GLR)

ED 372 127 UD 029 947

Strother, Wanda M.; And Others

Eastman Kodak Company: 21st Century Learning Challenge. Volunteer Resource Manual.

PUB DATE- 92

NOTE- 170p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Cultural Awareness; Elementary Secondary Education; Ethics; Mathematics Education; Mentors; *Partnerships in Education; Preschool Education; *School Business Relationship; Science Education; Training; Tutors; Urban Areas; *Urban Schools; *Volunteers

IDENTIFIERS- Business Role; *Eastman Kodak Company; Rochester City School District NY

The Kodak 21st Century Learning Challenge is a companywide, 10-year corporate commitment to improve mathematics, science, and technology achievement for all students in the communities around Kodak's manufacturing plants. The Rochester (New York)

ED 372 147 UD 029 990

Etheridge, George W.; And Others
Design of a Learning Community for Urban Learners: The Memphis Plan.
SPONS. AGENCY- Memphis State Univ., Tennessee. Center for Research in Educational Policy.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College School Cooperation; Community Influence; *Disadvantaged Youth; Elementary Secondary Education; Higher Education; *Minority Groups; Needs Assessment; *Partnerships in Education; Pilot Projects; Program Descriptions; School Business Relationship; *School Restructuring; Urban Areas; *Urban Schools; Vocational Education
IDENTIFIERS- Memphis City Schools TN; Reform Efforts

This paper describes a 1993-94 pilot program in Memphis (Tennessee) that was developed to increase the number of minority students prepared for, matriculating to, and graduating from postsecondary institutions. The communitywide partnership of institutions that implemented the program is described, along with the needs assessment commissioned by the partnership. The program grew from the participation of the University of Memphis and Shelby State College in the Ford Foundation's City-side Transfer Project. This initiative was expanded to include LeMoyne-Owen College and the Memphis City School system in the Memphis Center for Urban Partnerships (MCUP). MCUP selected one area of Memphis as a pilot area and began work with five elementary, secondary, and vocational schools. A needs assessment identified areas to be addressed in a plan for systemic change. Restructuring is beginning, and major program goals are being defined for different educational levels. Strategies for improving urban learning environments are being created and are grounded in an ecological model and guided by the belief that community resources must be mobilized to support school restructuring. (Contains 22 references.) (SLD)

ED 372 148 UD 029 991

Gonzalez-Mena, Janet
Multicultural Issues in Child Care.
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Caregiver Role; *Child Caregivers; Child Rearing; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Day Care; Early Childhood Education; *Multicultural Education; Parent Attitudes; Parent Background; Parents; Social Bias; Values

This volume focuses on cultural differences relevant to all child-care-giving settings, including day care, nursery, and preschool programs. Based on respect for cultural pluralism, this concise supplementary text is designed to increase

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Attendance; Educational Cooperation; *Educational Improvement; Educational Planning; *Enrollment; High Schools; High School Students; *Magnet Schools; Minority Group Children; Program Effectiveness; Program Evaluation; Reading Improvement; *Urban Education; Writing Laboratories
IDENTIFIERS- New York City Board of Education

This report presents the evaluation results of the Queens Tri-School Confederation magnet programs in New York City: programs designed to reduce minority-group isolation among high school students in three high schools and simultaneously improve the quality of their education through the sharing of resources and expertise. These programs, which were implemented in the 1991-92 school year, included new courses and particularly lab courses with a corresponding written curriculum that emphasized higher-level thinking skills. To reduce minority isolation, efforts were made to recruit students from among white populations. Evaluation data show difficulties in programming, the existence of small classrooms, and the reluctance of many students to attend an extended-day program. First-year program objectives to improve math and science test scores were achieved, but reading and writing objectives were not met. Data for the second program year reveal an overall increase in reading, as measured by the Degrees of Reading Power test, and in the passing rate on the writing section of the Regents Competency Test (RCT). However, passing rates fell on the reading, math, and science RCTs during the second program year. After the second year, aggregate attendance at all three schools had decreased. Recommendations conclude the report. (GLR)

ED 372 169 UD 030 012

Ventouratos, Despina
Project Data-Tech. Final Evaluation Report 1992-93. OER Report.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Achievement Gains; Basic Skills; Bilingual Education; Curriculum Development; Educational Assessment; *English (Second Language); *Haitians; High Schools; *Hispanic Americans; Limited English Speaking; Mathematics Education; Numeracy; *Outcomes of Education; Parent Participation; Program Effectiveness; Program Evaluation; Science Education; Social Studies; Staff Development; *Urban Education
IDENTIFIERS- New York City Board of Education; Project Data Tech NY

This report evaluates Project Data-Tech, a New York City program that served 125 Haitian- and Spanish-speaking students of limited English proficiency and that was designed to improve the educational attainment of these minority children. Participating students received instruction in English as a second language; native language arts (NLA); the content areas of mathematics, science, and social studies; and computer-aided drafting and design. Project staff took courses at institutions of higher education and attended workshops on teaching content-area courses with bilingual and ESL methodologies. Parental involvement activities included project-conducted workshops and

*Program Attitudes; Program Evaluation; Schools of Education; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Double Majors; Educational Policy Research Center; Focus Groups Approach; North Carolina; *Pedagogical Content Knowledge; Preservice Teachers; Reform Efforts

An exploratory study was conducted in North Carolina to examine the impact on teacher education programs of improved academic preparation for undergraduate teacher education majors. This report describes one such approach--the requirement that in addition to general college and teacher preparation courses, undergraduate education students complete a second major or academic concentration in a basic academic discipline in the arts and sciences. Focus group interviews with deans, teacher education program heads, education faculty, and arts and science faculty were conducted on each of 15 campuses in the University of North Carolina system. In addition, telephone interviews were conducted with students who were affected by the requirements. The findings paint a portrait of mixed positive and negative impacts of this policy, and suggest the second major requirement exemplifies the debate between those who support strong liberal arts backgrounds and those who support strong skill and methods training in the preparation of teachers. Appendixes provide focus group questions and a survey of student perceptions regarding the impact of the second major requirement on teacher education programs. (LL)

ED 372 069 SP 035 361

Suarez, Tanya M.; And Others
Autonomous Teacher Professional Standards Boards. Policy Brief.
PUB DATE- Jun 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Board of Education Role; *Educational Policy; Elementary Secondary Education; Governance; Government Role; Higher Education; *Institutional Autonomy; Policy Formation; State Boards of Education; *State Standards; *Teacher Certification
IDENTIFIERS- *North Carolina

Eleven states have established autonomous professional standards boards responsible for teacher licensure. Supporters of these boards feel that they create higher standards than state boards of education do, are better able to address complex issues related to teachers and teaching, and are an important statewide component in the nationwide effort to raise teaching standards. Those opposed to such boards cite fragmentation of governance regarding teaching and instruction and the state's responsibility to set standards because teachers are public servants. North Carolina has established the Professional Practices Commission, which serves in an advisory capacity to the State Board of Education. However, members believe that the Commission's work is not addressed adequately by the state, leaving them with little power and influence. Issues include the professionalization of teaching, constitutionality of autonomous boards, governance, coordination with other state policies and programs, and cost. Three types of policy options that North Carolina might consider with regard to setting standards and licensing teachers include: maintaining and existing structure, strengthening the current structure, and creating an autonomous teacher standards and licensing board. Advantages and disadvantages of each option are outlined. (JDD) government clients to develop an engineering solution to an open-ended problem. This paper focuses on one of the teams as it solved the problem and explores the organization of the team's work within the constraints of the classroom, as well as their learning and its impact on the students' identities as engineers. Required class sessions included lectures by professors of English on report writing, public speaking, and information gathering. The team of 6 (later 5) students was observed 25 times over the semester in different settings. Student understanding and the team's organization of its work within the constraints of the classroom produced mixed results. Knowledge growth during the semester was substantial, but it was more a result of being a good student than of being a good engineer. Task organization, knowledge, and developing identity remained more academic than professional engineer. Replacing the entrenched engineering school culture with real-life experiences requires more than incorporating an engineering problem into a class. One figure illustrates the discussion. (Contains 16 references.) (SLD)

ED 372 089 TM 021 751

Jorgensen, Margaret
Alternative Assessment from the Perspective of Six Different School Systems--An Experience in Consensus Building.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 94
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Documentation; *Educational Assessment; Educational Objectives; Educational Theories; Mathematics Instruction; Models; *Portfolios (Background Materials); *School Districts; Science Instruction; Standards; *Test Construction; Test Use; Training
IDENTIFIERS- *Aggregation (Data); *Alternative Assessment; Authentic Assessment; Consensus; Georgia

An overview is provided of the "Authentic Assessment for Multiple Users" project funded by the National Science Foundation to determine whether portfolio assessment can be structured to permit meaningful aggregation for multiple hierarchical users. The research focus was in the context of science and mathematics instruction in grades three through six in six Georgia county school systems. The study uses a model that articulates content-dependent characteristics such as rationale, standards, and judgment, as well as content-independent characteristics such as activity and media. Experiences in these school districts indicate that the theoretical model for consensus building in constructing portfolio assessments appears to be working and provides a structure for decision making that is useful for both novices and more experienced assessment developers. Emerging from the research is a notion of structured portfolios that calls for a core of structured documentation strategies with varying content and activities that depend on the classroom or the student group. While evidence is emerging that it is possible to define portfolio contents to ensure utility, it is also becoming apparent that the task is far from easy. Two figures and 25 tables present study findings. (Contains 10 references.) (SLD) calculates the number of students who actually graduate as a percentage of those who were in membership and could have graduated over a four-year period. The dropout rate is an annual rate that reflects the percentage of all students enrolled in grades 7 through 12 who leave school during the reporting period and are not known to transfer to other public or private schools. Three tables present summaries of statewide graduation rates, completer rates (graduates plus students receiving other certificates of completion from a Colorado high school), and graduation rates by size and setting for the more than 170 school districts. Figures 1 and 2 present graduation rates by ethnic and racial group, excluding and including the state's alternative schools. Tables 4 through 12 present graduation, completer, and dropout rates by school district. Figures 3 and 4 permit comparison of dropout rates over the past 5 years. The graduation rate for the class of 1993 statewide is 79.9 percent, and the state's dropout rate for the 1992-93 school year was 4.3 percent. Both figures represent an increase over the preceding year. (SLD)

ED 372 108 TM 021 846

Sabar, Naama
Teacher and Researcher: What Kind of Partnership Is It? Ethical Implications.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Beliefs; Codes of Ethics; *Educational Research; *Ethics; Females; Foreign Countries; International Studies; Interviews; Males; *Partnerships in Education; *Qualitative Research; Questionnaires; *Researchers; Sex Differences; Teacher Attitudes; Teachers; *Test Construction
IDENTIFIERS- Experts; Israel; *Teacher Thinking

It has been argued that qualitative research demands a special ethics code because of the special relationship between researcher and subject. Ethical aspects of teacher-thinking research were examined by asking 12 teacher-thinking researchers in Israel to participate in an interview on ethical issues of teacher thinking. Interview transcripts were analyzed and analyses were validated by two expert judges. With this information, a semistructured questionnaire was developed to explore ethics in teacher-thinking research and the relationship between researcher and teacher-subject. The questionnaire was completed by 25 participants at the 1993 International Study Association on Teacher Thinking. A wide range of opinions was apparent, so it was difficult to draw conclusions. In the Israeli community females and younger researchers appear to be more sensitive to ethical issues, but this is not the case in the international community. It is suggested that the code of professional ethics regarding the relationship between professionals and clients in general is not applicable to teacher thinking research, in which the teacher is more like the researcher's partner than like a client or a patient. Two tables present study findings. (Contains 34 references.) (SLD)

ED 372 109 TM 021 847

initiative for which this training manual is presented is a partnership among Kodak, the Rochester City schools, higher education institutions, and target students. Initiatives in the Rochester area range from the encouragement of children in preschool education through high-impact projects in the high schools. There are 36 Kodak partnerships at 26 schools with more than 750 employees and 10,000 students, and participants have embarked on projects that include tutoring and mentoring. The manual serves as an introduction to the programs for volunteers and includes information on developing partnership programs and on interacting appropriately with students from various cultural groups, with an emphasis on the problems and needs of city children. The role of the volunteer is defined, and legal and ethical considerations are outlined. A simulation activity is included that is intended to increase the cultural sensitivity of volunteers. (SLD)

ED 372 128 UD 029 963

Banks, James A.
Teaching Strategies for Ethnic Studies. Fifth Edition.
PUB DATE- 91
NOTE- 558p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Annotated Bibliographies; Asian Americans; Blacks; Cultural Awareness; *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Immigrants; Knowledge Level; *Multicultural Education; Resource Materials; Teacher Education; *Teaching Methods
IDENTIFIERS- African Americans; Europeans

A major goal of this fifth edition is to help present and future teachers acquire the knowledge, concepts, strategies, and resources needed to integrate information about ethnic groups into the mainstream curriculum. This edition incorporates new terms and concepts that are emerging in the field of multicultural education. Information on ethnic groups has been updated, and a new discussion of the nativism and xenophobia of the 1980s and 1990s is added. Part 1 presents a rationale for incorporating ethnic content into the school curriculum. Parts 2 through 5 contain chapters on these major ethnic groups: (1) First Americans (indigenous peoples) and African Americans; (2) European Americans; (3) Hispanic Americans; and (4) Asian Americans. For each group and subdivision the chapter contains a chronology of key events, a historical overview, illustrative key concepts and teaching strategies, an annotated bibliography for teachers, and an annotated bibliography for elementary and secondary school students. Part 6 highlights and summarizes the major points and illustrates how they can be used. Five appendixes contain a chronology of ethnic-history events, and bibliographies of videotapes and films, books about people of color, the Carter G. Woodson Award books, and 20 landmark books in ethnic literature. (SLD)

ED 372 129 UD 029 964

Banks, James A.
An Introduction to Multicultural Education.
PUB DATE- 94

caregiver sensitivity to different cultural child-care practices and values and to improve communication and understanding between the caregiver and parents. Daily caregiving routines and objectives are stressed throughout, emphasizing practical, immediate concerns, not just general principles or rules. Teaching antibias to infants has to do with the agreement the caregiver makes with each parent about the way to take care of and interact with the baby. Cultural values play a very important role in areas such as feeding, sleeping, and toilet training, and differences among groups should be respected, even if it is not always possible to accommodate them in a day-care setting. (SLD)

ED 372 149   UD 029 992

Youth Investment and Community Reconstruction. Street Lessons on Drugs and Crime for the Nineties. Final Report.
PUB DATE- 90
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; *Crime Prevention; *Demonstration Programs; *Disadvantaged Youth; *Drug Abuse; Intervention; Neighborhoods; Policy Formation; Prevention; Program Development; Program Implementation; Public Policy; *Urban Areas; Urban Problems; Violence
IDENTIFIERS- Self Help Enterprises; Urban Revitalization

In 1982 the Milton S. Eisenhower Foundation, with funding from the Ford Foundation and assistance from more than 60 local and national funders, began a neighborhood self-help crime-prevention program in 10 inner city communities. The program was based on reducing urban violence and drug abuse through youth empowerment, community revitalization, and grass-roots action. This tenth anniversary report summarizes the results and lessons of the demonstration projects during the past decade, describes the next generation of private-sector venture, and proposes new and politically feasible national policies that build on the program's practical experience in the inner cities. The inner-city organizations were established in Baltimore (Maryland), Boston (Massachusetts), Brooklyn and the Bronx (New York), Cleveland (Ohio), Miami (Florida), Minneapolis (Minnesota), Newark (New Jersey), Philadelphia (Pennsylvania), and Washington (D.C.). Eight of the groups implemented their programs successfully, as evaluation confirmed. In general, evaluation results suggested that opportunity-reduction programs were not very effective in reducing crime, although they brought other benefits, but that programs aimed at meeting the needs of disadvantaged youth have real potential for helping the inner city. (Contains 146 references.) (SLD)

ED 372 150   UD 029 993

Smit, Frederik, Ed.; And Others
Parental Involvement in Education.
PUB DATE- 93
NOTE- 246p.; Most of the selections were presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992) or the Annual International Round Table on Families, Communications, Schools, and Children's Learning (4th, San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

monthly activities and meetings of the Parent-Teacher Association, Parents' Advisory Council, and Bilingual Parents Advisory Council. Evaluation data show that the project met its objectives for ESL, NLA, content-area courses, attendance, career conference, staff development, and parental involvement. The project failed to meet its objective for curriculum development: a grant that had been awarded to the project for the purchase of equipment for a robotics class did not materialize, thus the proposed course was not offered. Appendices contain a list of instructional materials and class schedules. Recommendations conclude the report. (GLR)

ED 372 170   UD 030 013

Woods, Jerry
Chapter 1 Summer 1993 Programs. OER Report.
PUB DATE- 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Achievement; *Basic Skills; *Compensatory Education; *Dropout Prevention; Elementary Secondary Education; Enrollment; *High Risk Students; Mathematics Skills; Numeracy; Reading Improvement; *Summer Programs; *Urban Education; Writing Improvement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; New York City Board of Education

This report presents evaluation information concerning a 1993 New York City Chapter 1 summer program's four components: Project Welcome Plus/Study Skills in Communication Arts (PWP/CA); the programs Basic Skills Academy/Comprehensive Competencies program and Auxiliary Service for High Schools Basic Skills; Basic Reading; and Project YOU. These programs were designed to target Chapter 1 students who were at risk of dropping out because they lacked basic skills. Student data revealed that some of the components met or surpassed their evaluation objectives while others did neither. Data evaluation includes the following findings: 75 percent of the students improved in their writing skills, surpassing the objective of 60 percent; both of the Basic Skills programs met their evaluation objectives for reading, writing, and mathematics improvements; almost three quarters of the Basic Reading program's students earned credit for a summer content-area course that exceeded the evaluation objective for this program; Project YOU failed to meet its evaluation objective, and only 28 percent of the students who completed this program improved their writing skills. Recommendations by the New York City Board of Education's Office of Educational Research conclude the report. (GLR)

ED 372 171   UD 030 014

Weslo, Licht, Trudy; And Others
Career Awareness and Resource Education (Project CARE). Evaluation Report 1992-93. OER Report.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Attendance; *Career Awareness; Career Education;

ED 372 070 SP 035 362

Teacher Internships. Wisconsin Improvement Program.
PUB DATE- Mar 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; Educational Improvement; Elementary Secondary Education; Eligibility; Higher Education; *Internship Programs; On the Job Training; Program Development; Program Implementation; *Teacher Interns; Teacher Role
IDENTIFIERS- *Wisconsin

Since 1960, the Teacher Intern Program has offered the best teaching candidates throughout Wisconsin an opportunity to analyze teaching and learning experiences in school settings, interact with experienced colleagues, put into practice what they have learned in school, and receive payment. Internship activities focus on preparing, selecting, and organizing learning experiences and materials; class planning; interaction with learners to assess their motivations, capabilities, and problems; development of student sensitivity to teaching; analysis of skills and competencies needed for evaluating the teaching of others; and development of communication skills. Interns are selected based on high admission standards, licensed by the Wisconsin Department of Public Instruction, and paid a stipend. The teacher internship program provides many services to local school districts: reduces temporary high enrollments at a grade level; provides more classroom observation time to determine specific needs of students; permits more parent contacts; enhances team teaching; affords colleges/universities an opportunity to plan staff development programs for the cooperating teachers who supervise interns; provides a source of recruitment for staff vacancies; and offers support to a combination grade teacher. The pamphlet discusses who is eligible to be an intern; procedures for applying for an intern; the roles and responsibilities of various individuals and institutions involved; legal requirements; the selection process; and payment procedures. A list of cooperating college and university coordinators, and institutional representatives is included. A sample Intern Request form is also included. (JDD)

ED 372 071 SP 035 370

Strachbein, Deanna L.; Riley, James D.
Whole Language Teachers as Pro-Actors: A Paradigm for Change.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Classroom Research; Context Effect; *Educational Practices; Educational Principles; *Educational Theories; Elementary Education; Elementary School Teachers; Inservice Teacher Education; Self Evaluation (Individuals); *Teacher Attitudes; *Teaching Methods; *Whole Language Approach
IDENTIFIERS- Reform Efforts

The essential theories underlying the whole language approach require individual teachers to examine their assumptions about teaching and learning and to undergo a major paradigmatic shift

ED 372 090 TM 021 752

Wang, Yu-Chung Lawrence; Hocevar, Dennis
Effects of Mathematics Test Content Specificity on Essential Dimensionality in U.S. and Japan Data.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Comparative Analysis; Elementary Education; Elementary School Students; Estimation (Mathematics); Foreign Countries; *International Studies; Mathematics Achievement; *Mathematics Tests; Scores; *Scoring; Statistical Studies; *Test Content; Test Items; Test Results
IDENTIFIERS- Calibration; DIMTEST (Computer Program); Japan; Second International Mathematics Study; *Specificity; *Unidimensionality (Tests); United States

The major goal of this study is to apply the essential unidimensionality statistic of W. Stout and the corresponding computer program (DIMTEST) to a hierarchical level mathematics achievement data set and to determine the extent to which the undimensional assumption can be accurately applied to mathematics achievement data. The study also ascertains if the unidimensionality assumption is more tenable when applied to specific subsets of items than to broader categories of items. A comparison of the essential unidimensionality structure across cultures is also performed. Results indicate that in the Japanese and U.S. data form the Second International Mathematics Study (SIMS), there are several subscales in SIMS mathematics tests, and that individual scores should be calibrated on each subscale rather than on a total score in the SIMS test. Essential unidimensionality estimates for the four tests were not the same in the two countries, calling into question the equivalence of dimensionality of the four tests. Either items on the test are more unidimensional in Japan, or the ability spaces among Japanese students are more homogeneous than for U.S. students. Eleven tables are included. (Contains 10 references.) (Author/SLD)

ED 372 091 TM 021 753

James, Carolyn M.; And Others
The Role of Planning in Simple Digital Circuit Design.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Concept Formation; *Design; Designers; Graduate Students; Higher Education; *Planning; *Problem Solving; Protocol Analysis; Undergraduate Students
IDENTIFIERS- *Digital Circuits; Expertise; Expert Novice Problem Solving

The role of planning in the design of digital circuits was studied in two experiments. One compared the planning-related

Omori, Aaron D.; Ford, John M.
Utilizing Work Models To Develop Performance-Based Documentation in a Learning Progress System.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; *Computer Software Development; *Documentation; Educational Assessment; Foreign Countries; Knowledge Level; Performance; Standards; *Systems Development; *Test Construction; *Training
IDENTIFIERS- Canada; High Stakes Tests; *WordPerfect; *Work Model Approach

This paper describes a project for the development of instructional and assessments systems to increase user-proficiency levels for the software created by WordPerfect Corporation. The project was part of an effort by WordPerfect and the Institute for Computer Uses in Education/Evaluation to create and establish standards of proficiency in the use of WordPerfect. The project included development of two computer-administered high-stakes assessments for use in the United States and Canada, a training kit for Authorized Training Center instructors, and a student training kit for self-paced or group instruction. All of these products were developed for WordPerfect Office 4.0 software. The work-model approach, which was used to develop the performance-based documentation, is described. Work models, when developed correctly, represent the common general features of a job and the relationships between these features on which experts agree. The work models, taken together, provide a structure that describes the knowledge and performance capabilities of an experienced WordPerfect Office 4.0 system administrator, and consequently allows the construction of the tests and documentation. Three figures illustrate the development process. (Contains 7 references.) (SLD)

ED 372 110 TM 021 848

Chau, Hung; Hocevar, Dennis
Higher-Order Factor Analysis of Multidimensional Students' Evaluations of Teaching Effectiveness.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business; *College Faculty; Engineering; Evaluation Methods; *Factor Structure; Higher Education; Intellectual Disciplines; Rating Scales; Social Sciences; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Test Construction; *Undergraduate Students
IDENTIFIERS- Confirmatory Factor Analysis; Higher Order Learning; *Multidimensionality (Tests); Students Evaluations of Educational Quality

Higher-order confirmatory factor models positing one, two, and

NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Training; Cultural Awareness; *Cultural Pluralism; *Curriculum Development; Educational Change; Educational Objectives; Elementary Secondary Education; *Ethnic Groups; Evaluation Methods; Immigrants; Knowledge Level; *Multicultural Education; *Teacher Education; *Teaching Methods

This book is designed to introduce preservice and practicing educators to the major concepts in multicultural education. It is intended for the reader who can devote only limited time to the topic. Chapter 1 discusses multicultural education goals, the debate over the canon of instruction, and approaches to multicultural education. Chapter 2 describes the ways in which multicultural education tries to transform the curriculum so that all students will be prepared to be effective citizens in a pluralistic and democratic society. School reform and intergroup education are discussed in Chapter 3. The knowledge components that teachers need to acquire to function effectively in multicultural classrooms and schools are examined in Chapters 4 and 5. Chapters 6 and 7 highlight and summarize some of the major issues in multicultural education; they close with a discussion of major benchmarks that can be used to determine whether a school is actualizing multicultural education. Appendix A contains a 35-item bibliography on multicultural issues, and Appendix B is the New York City Board of Education multicultural education policy. (Contains 183 references.) (SLD)

ED 372 130   UD 029 965

King, Edith W.; And Others
Educating Young Children in a Diverse Society.
PUB DATE- 94
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Cultural Differences; Cultural Pluralism; Disabilities; Early Childhood Education; Educational Innovation; Educational Practices; Elementary Education; *Ethnic Groups; *Multicultural Education; *Sex Differences; *Social Class; Sociology; Teacher Attitudes; *Young Children

This text aims to provide information, strategies, techniques, innovative ideas, and encouragement for teachers, administrators, and parents in implementing a diversity perspective to education for children ages 3 to 8 years. Major focuses are on ethnic, gender, and social-class differences, but issues related to special needs children, including the disabled, are not ignored. An introductory chapter considers some basic concerns in diversity education. Chapter 2 focuses on the importance of viewing multicultural education from the perspective of diversity and reports on a study of bilingual education in an early childhood classroom. Chapter 3 considers the importance of developmentally appropriate practices, and

PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; *Educational Environment; Educational History; Elementary Secondary Education; *Family School Relationship; Foreign Countries; *Parent Participation; Parent Role; Parent Teacher Cooperation; *Partnerships in Education; *School Choice; School Community Relationship
IDENTIFIERS- Netherlands

This volume is a collection of 27 essays, grouped into 4 parts, on the theme of parental involvement in education. The first section, "Parental Choice and School Involvement," contains a history of parental choice and school involvement and discussions of current efforts to increase parent participation and the school choice debate. In the second part, "School and Family Partnerships," some examples from other countries and particular strata of society illustrate ways to build partnerships between schools and parents. Part 3, "The Effect of the Home and Family on the Learning Environment," considers the importance of parental influence and the relationship between the home and school. The final section, "Parental Involvement and Student Achievement," contains reports on a number of investigations related to specific aspects of parent involvement and student achievement. (SLD)

ED 372 151   UD 029 994

Driessen, Geert, Ed.; Jungbluth, Paul, Ed.
Educational Opportunities. Tackling Ethnic, Class and Gender Inequality through Research.
PUB DATE- 94
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Disadvantaged Youth; Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; Indigenous Populations; Males; Sex Bias; Sex Differences; *Sex Fairness; Student Evaluation
IDENTIFIERS- Europe; *Netherlands

This collection presents a cross section of research into the theme of equal opportunities in education in the Netherlands. The majority of articles are on the Dutch situation, which resembles that of other countries in many respects. Contributions include: (1) "Educational Inequality Research in the Netherlands. Conditions, Constraints and Opportunities for Critical Commitment" (Paul Jungbluth and Geert Driessen); (2) "Primary School Effectiveness and Equal Opportunities" (Paul Jungbluth, Annemarie van Langen, and Walter de Wit); (3) "The Use of Educational Priority Policy Resources. Implementation, Classroom Practice and Effects of Two Projects: A Case Study" (Michiel van der Grinten); (4) "The Impact of Secondary School Recommendations on the Educational Careers of Disadvantaged Pupils" (Lia Mulder); (5) "The Educational Disadvantages of Indigenous and Non-Indigenous Working-Class Children in Secondary Education" (Walter de Wit); (6) "Moroccan Children Acquiring Arabic in the Netherlands. Mother Tongue Instruction as a Means of Combating Educational Disadvantage" (Geert Driessen); (7) "Pupil Monitoring Systems and Their Pretensions" (Hermann Vierke and Paul Jungbluth); (8) "Looking at Inequality from Different Angles. Home Intervention and Organization Activities Check" (Loeke Genemans); (9) "Equal Opportunities in Education and the Economic Independence of Women in North-West Europe. A Comparative Study of the Situation in Norway, Sweden, the UK, Germany, and the Netherlands" (Hetty Dekkers); and (10)

*Citizenship Education; *Dropout Prevention; *English (Second Language); *High Risk Students; High Schools; Limited English Speaking; Parent Participation; Program Effectiveness; Program Evaluation; Staff Development
IDENTIFIERS- New York City Board of Education; *Project CARE NY

This report presents evaluative information of the effectiveness of the Career Awareness and Resource Education (Project CARE) program in New York City. The program served 346 students of limited English proficiency. Participating students received instruction in English as a second language ESL, native language arts (NLA), the content areas, and career education that had a particular focus on enhancing career skills. The project provided staff with materials on the education of LEP students and offered staff opportunities to attend conferences and workshops on the subject. Parents participated in Open School Day/Evening at the project's two sites, acted as chaperons on project trips, and participated in ESL classes provided to them by the project. Data show that Project CARE met its objectives for career advisement, career development, increasing appreciation of the American culture and citizenship, student attitudes toward school, dropout prevention, attendance, and parental involvement. The project partially met its content-area objective. Project CARE failed to meet its objectives in ESL and NLA. No recommendations are made. Appendices contain a list of instructional materials and class schedules. (GLR)

ED 372 172 UD 030 015

Clark, Andrew
Project Aprendizaje. Final Evaluation Report 1992-93.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education; *Compensatory Education; *Dropout Prevention; English (Second Language); Extracurricular Activities; High Risk Students; High Schools; High School Students; *Limited English Speaking; Parent Participation; Program Effectiveness; Program Evaluation; Self Esteem; Social Studies; *Spanish Speaking; Staff Development; *Urban Education
IDENTIFIERS- New York City Board of Education; *Project Aprendizaje NY

This report provides evaluative information regarding the effectiveness of Project Aprendizaje, a New York City program that served 269 Spanish-speaking students of limited English proficiency (LEP). The project promoted parent and community involvement by sponsoring cultural events, such as a large Latin American festival. Students developed their writing skills and self-esteem by contributing articles in English and Spanish to a biannual newsletter. Participating students received instruction in English as a second language (ESL), native language arts (NLA), and the content-area subjects of mathematics, science, and social studies. Evaluation data show that Project Aprendizaje met its objectives for ESL, NLA, business education, attendance, suspension rate, dropout prevention, guidance, extracurricular activities, newsletter production, and parental involvement. It also met its content-area objectives except for science in the fall, and it met two of three staff-development objectives. No recommendations are presented. Appendices contain a list of instructional materials that requires a new set of assumptions. One of the principal tenets of whole language is that the classroom teacher becomes an autonomous professional. This study was conducted to examine teachers' perceptions of the change process. Kindergarten through grade 6 teachers (N=20), at various stages in their knowledge of whole language, were interviewed and observed to examine: (1) how learning about whole language changed their work with children; (2) those factors that influenced their thinking and practice; and (3) their changing perspectives about teaching and learning. Questionnaires provided demographic data. Responses were analyzed and organized into two categories: teacher perceptions of learning; and teacher perceptions of self. The paper provides selected responses to illustrate teachers' changing perspectives about their work with children, teaching itself, those factors that influence their efforts to make sense of the world of whole language, and the concomitant implications for teaching practice. One conclusion reached was that change is a process accomplished by individuals in a highly personal way; therefore, interactions between teachers and universities must be focused on individuals. (LL)

ED 372 072 SP 035 371

Hewitt, Patricia B.
Effects of Non-Instructional Variables on Attrition Rate of Beginning Teachers: A Literature Review.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teachers; Decision Making; Dropout Prevention; *Dropout Rate; Elementary Secondary Education; *Employment Patterns; *Influences; Literature Reviews; Mentors; Parent Participation; Research Needs; Student Behavior; Teacher Attitudes; *Teacher Burnout; Teacher Characteristics; Teacher Education; Teacher Expectations of Students; Teacher Student Relationship; Teaching (Occupation); *Teaching Conditions; Trend Analysis

The literature review presented in this paper examined the available research in the area of the rapid burnout of beginning teachers (50 percent of America's beginning public school teachers leave the classroom within their first 7 years of experience and never return to the profession; more than two-thirds of that percentage do so within the first 4 years). Evidence, obtained from journal articles, research reports, and position papers, was categorized according to the following influencing factors: (1) teacher's relationship with students; (2) teacher's personality; (3) disruptive student behavior; (4) extreme workload; (5) negative school environment; (6) unclear expectations; (7) lack of participation in decision making; (8) deficient parental support; (9) shortage of teaching time; (10) poor university preparation; (11) low pay; (12) insufficient mentoring; (13) teacher's gender; (14) teacher's marital status; and (15) teacher's education level. Each printed item was examined for implications leading to methods of possible future prevention. No evidence of one clear-cut causal factor was identified in the studies reviewed; however, implications for the necessity of further research were indicated. (Contains 63 references.) (LL) activities of expert designers and beginning students of design, and the other looked at the effect on circuit-design processes of forcing students to construct a global plan. In experiment 1, five undergraduate students (novices) and two advanced graduate students with outside experience (experts) designed a one-bit full subtracter, taking several design constraints into account. Subject think-aloud protocols were videotaped and analyzed. Only one of the experts formulated a global plan before beginning the problem; undergraduate students did not formulate global plans but did exhibit local planning. More cross-component planning was conducted by students who were deemed more skillful by instructors. In the second experiment, 20 undergraduate and graduate students performed the same problem and a job-skill problem. Analyses suggest that at the group level there is no effect of planning on errors nor on attempts at optimization. Forcing formulation of a global plan does not mean that subjects are able to carry it out. (Contains 13 references.) (SLD)

ED 372 092   TM 021 754

Liston, Delores D.
Story-Telling and Narrative: A Neurophilosophical Perspective.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Knowledge Level; *Learning; Memory; *Narration; *Neuropsychology; *Philosophy; *Story Telling; Student Interests; Symbolism
IDENTIFIERS- *Brain Functions; *Neural Net Models; Neurognosis Theory; Tensor Network Theory

Theories of neuroscience are presented to demonstrate the significance of storytelling and narrative to education by relating brain function to learning. A few key concepts are reviewed to establish a common working vocabulary with regard to neural networks. The tensor network theory and the neurognosis theory are described to provide understanding of brain functions during learning. It is apparent that learning is based on previous learning, and that unless new information is related to preexisting student interest and knowledge, there will be no previously established neural network to which students can connect new extensions. Educators must work with the functioning of student brains, and not against it. They must recognize that the brain is structured, or "wired," to detect patterns and that there is an underlying impulse to take in information in symbolic form. Storytelling and narratives are a good way to encourage new connections and the recognition of new patterns and relationships among objects and ideas. An example is given in a description of students who learn the geography of West Africa through story-telling rather than through memorizing lists of facts and geographic details. (Contains 6 references.) (SLD)

ED 372 093   TM 021 755

Miller, Margaret M.
The Effects of Cover Letter Appeal and Nonmonetary Incentives on University Professors' Response to a Mail Survey.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

three higher-order factors were tested using class-averaged responses to the student rating instrument, Students' Evaluations of Educational Quality (SEEQ), developed by Marsh (1987). Three higher-order factors, Presenter, Rapport, and Regulator, were consistent across a data sample of over 6,322 classes of undergraduates in representing 8 distinct SEEQ first-order factors. The three higher-order factors were found to be stable across classes that were different in terms of academic discipline (Social Science, Business, Engineering) and instructor level (Full Professor, Associate Professor, Assistant Professor). The study results supported the three higher-order factors as potential composite measures of college instruction for practical purposes in faculty teaching evaluation. Four tables and one figure present data; an appendix presents the survey form. (Author/SLD)

ED 372 111 TM 021 934

Sietsema, John
Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 1991-92.
PUB DATE- May 94
NOTE- 58p.; For the 1990-91 report, see ED 359 226.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; High School Graduates; *Institutional Characteristics; Minority Groups; Public Schools; School Demography; *School Districts; *School District Size; School District Wealth; Special Education; Tables (Data); Teachers; Teacher Student Ratio

This report provides basic descriptive information about the 100 largest school districts in the United States and its outlying areas. Almost one in four public school students in the country is served by one of these districts. Characteristics, which include average and median school size, pupil/teacher ratios, number of high school graduates, enrollment of special education students and minorities, and selected fiscal data, are presented in 10 basic tables. Preceding these are Tables A through C, which establish the context of education in these largest districts. Although these districts represent fewer than 1 percent of all school districts, they educate nearly 23 percent of students. Fifty of the 99 districts that report racial and ethnic information have more than 50 percent minority enrollment. These 100 largest districts employ nearly 23 percent of the nation's public school teachers and account for more than 19 percent of all public high school graduates. Appendix A lists the nation's 500 largest districts with some basic data, while Appendix B lists them alphabetically. Appendixes C and D are representations of the data collection instruments used in the Common Core of Data surveys on which this report is based. One map locates the 100 largest districts. (SLD)

ED 372 112 TM 021 937

Stecher, Brian M.; Hamilton, Eric G.
Portfolio Assessment in Vermont, 1992-93: The Teachers' Perspective on Implementation and Impact.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the National

Chapter 4 explores historical and theoretical views of multicultural education. Chapter 5 highlights the importance of ethnic, social-class, and gender identity, and leads the way to the examination of culture in Chapter 6. Chapter 7 concentrates on gender awareness. Chapter 8 presents a sociological view of the young child, and Chapter 9 considers the importance of research and evaluation in the teaching of young children. The final chapter examines what the education of young children must accomplish. References follow each chapter. (SLD)

ED 372 131 UD 029 966

Smith, Ed
Black Students in Interracial Schools. A Guide for Students, Teachers, and Parents.
PUB DATE- 94
NOTE- 126p.; For the 1980 edition, see ED 200 652.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); *Black Students; Educational Objectives; Elementary Secondary Education; Health; Higher Education; High Schools; High School Students; Law Enforcement; *Peer Relationship; Racial Composition; *Racial Relations; *School Desegregation; *Student Attitudes
IDENTIFIERS- *African Americans

This book is written to address the needs of Black youth who attend interracial schools. By interracial is meant a school in which students and staff of more than one race are found at the same time. Aimed primarily at the high school student, the book is a guide to success in school and is designed to assist in the development of skills to cope with the school environment and the larger social world. Black students have proven that they can be successful in the dominant culture, but little has been written to help them. The first chapter, "The Facts of Life," gives an overview of bad things that are happening to Black people as a group. The second chapter stresses the importance of knowing who you are, and the third and fourth emphasize the importance of the student's associations and family background. Chapter 5 discusses dealing with the law and the criminal justice system. Chapter 6 reviews the importance of good health and healthy habits. Chapters 7 and 8 deal with academic success, educational aspirations, and career goals. An appendix contains a list entitled "Authors You Should Read." (SLD)

ED 372 132 UD 029 967

DeVillar, Robert A.; Faltis, Christian J.
Computers and Cultural Diversity. Restructuring for School Success. SUNY Series, Computers in Education.
PUB DATE- 91
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Cooperative Learning; Cultural Differences; *Cultural Pluralism; *Educational Technology; Educational Theories; Elementary Secondary Education; Enrichment Activities; *Heterogeneous Grouping; Integrated Activities; Remedial Programs; *Technological

"A Framework for Educational Priority Routines. Recommendations and Checklist" (Paul Tesser). Four appendixes discuss the Dutch education system and the nonindigenous population of the Netherlands and provide a list of abbreviations and a discussion of the institute's research on inequality. (Contains 154 references.) (SLD)

ED 372 152   UD 029 995

Anderson, Elijah
StreetWise: Race, Class, and Change in an Urban Community.
PUB DATE- 90
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Community Change; Group Unity; *Inner City; *Low Income Groups; Minority Groups; *Racial Relations; Social Behavior; *Socioeconomic Status; *Urban Culture; Urban Demography; Urban Environment; Urban Population; Whites

This book provides a portrait of city life as observed by the author in an urban area encompassing two communities--one black, low income, and very poor (with an extremely high infant mortality rate) and the other racially mixed but becoming increasingly middle-to-upper income and white. It explores the dilemma of both Blacks and Whites, the ghetto poor and the middle class, who are caught up in the new struggle not only for common ground--prime real estate in a racially changing neighborhood--but for a shared moral community. The author shows that by living in the area, diverse residents often become increasingly familiar with one another, wise to the ways of the streets, and more adept at maneuvering in the urban environment. Specific areas examined include the impact of drugs within the community, sex codes and family life among the youth, street etiquette and wisdom, and the unique difficulties and attitudes associated with and towards the black male. An appendix provides some demographic variables from the urban community including housing, family income, and educational trends. Contains more than 150 references and an index. (GLR)

ED 372 153   UD 029 996

DeVillar, Robert A., Ed.; And Others
Cultural Diversity in Schools: From Rhetoric to Practice.
PUB DATE- Jun 94
NOTE- 401p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Failure; Bilingual Education; Class Activities; Cooperative Learning; *Cultural Pluralism; Educational Quality; *Educational Technology; Elementary Secondary Education; Intercultural Communication; Mentors; *Minority Groups; Peer Teaching; Socialization; Student Behavior; *Teacher Education; Tutoring
IDENTIFIERS- *Diversity (Groups)

This book addresses the patterns of school failure that are often faced by subordinated minority groups in the United States by presenting a socioacademic framework based on the notion that all groups can have comparable access to quality schooling, can realize comparable participation in the schooling, and can derive comparable education benefits from their participation. Organized around three key interrelated components--

and class schedules. (GLR)

ED 372 173 UD 030 016

Rivera, Natasha F.; Klinger, Carrie
Helpful Opportunities for Pupil Enrichment (Project HOPE). Final Evaluation Report 1992-93. OER Report.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education; Career Counseling; *Chinese Americans; *Compensatory Education; Curriculum Development; Dropout Prevention; *English (Second Language); Extracurricular Activities; *High Risk Students; High School Students; Intermediate Grades; Junior High Schools; Limited English Speaking; Parent Participation; Program Effectiveness; Program Evaluation; *Spanish Speaking; Staff Development; *Urban Education
IDENTIFIERS- New York City Board of Education; *Project HOPE NY

This report provides evaluative information concerning Project HOPE (Helpful Opportunities for Public Enrichment) in New York City. This project served 250 Spanish-speaking students and 109 Chinese-speaking students who scored at or below the 40th percentile on the Language Assessment Battery and were thus categorized as being of limited English proficiency. It provided students with instruction in English as a second language (ESL), native language arts (NLA), and the content areas. The project also offered career counseling. The project provided development opportunities to teachers of participating students as well as to some mainstream teachers. Teachers of project students team-taught with the project's resource specialists, who acted as facilitators for the project. Parents of participating students had the opportunity to participate in field trips and other activities, including workshops. Data show that the project met its objectives for ESL, Chinese NLA, mathematics, attendance, advisement, parental involvement, and curriculum development. The project met its Spanish NLA objective at one site only. Appendices contain a list of instructional materials and class schedules. (GLR)

ED 372 174 UD 030 017

Ventouratos, Despina
Chinese Bilingual Mathematics and Science Program. Community School District 2. Final Evaluation Report 1992-93. OER Report.
PUB DATE- 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Academic Achievement; Asian Americans; Attendance; Bilingual Education; Career Awareness; *Chinese Americans; *Compensatory Education; Curriculum Development; Elementary Education; *English (Second Language); *Limited English Speaking; *Mathematics Education; Minority Groups; Parent Participation; Program Effectiveness; Program Evaluation; *Science Education; Staff Development; Urban Education
IDENTIFIERS- New York City Board of Education; *Project Math and Science NY

This report presents evaluative information concerning Project

ED 372 073 TM 021 481

Coffey, Amanda
The Power of Accounts: Ethnographic Research in a Professional Educational Setting.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountants; Accounting; Authors; College Graduates; Context Effect; Data Collection; Data Interpretation; *Educational Research; *Ethnography; Experience; Field Studies; Foreign Countries; Interviews; Organizational Climate; Personal Autonomy; *Power Structure; Professional Autonomy; *Professional Education; *Research Methodology
IDENTIFIERS- England; Researcher Role; Research Subject Relationship; *Textual Analysis

This paper explores the dynamic nature of the power relationship within social research, concentrating on the production and reproduction of a text of the field and focusing on the processes of recording, writing, and reading. It draws on ethnographic research conducted in a United Kingdom office of an international firm of chartered accountants and focuses on the learning experiences of a cohort of recent university graduates in their first year of working for the firm. Fieldwork over the course of a year consisted of observation and interviews. The firm, as the researcher's field, became composed of what the researcher chose to record and how she chose to record it. The powerful research setting could make the researcher feel victimized and powerless through criticism and exclusivity of the study population, yet the researcher retained power as the writer reporting that environment. Such power is not fixed or permanent and is subject to reduction by the research population at a later stage. This study of the powerless in a powerful organization demonstrates that textual representations transform social actions and events into narrative, which in turn shapes and gives consequence to the details of observed life. By placing observations into recognizable textual formats, the ethnographer can make the social work readable. (Contains 56 references.) (SLD)

ED 372 074 TM 021 482

Parry, Odette; And Others
Disciplinary Elites and Qualitative Research.
PUB DATE- Apr 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; *Biochemistry; Departments; Doctoral Programs; Foreign Countries; Graduate Students; Higher Education; *Intellectual Disciplines; *Qualitative Research; *Socialization; Social Science Research; Supervision; Supervisors; Teacher Student Relationship
IDENTIFIERS- *Elites

Key aspects of the academic socialization of doctoral students in Britain are described by comparing and contrasting supervisors of Ph.D. candidates in a natural science and a social science discipline. The role of the supervisor in the production of academic elites is highlighted in the two very different academic research traditions. A total of 49 interviews were

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Cost Effectiveness; *Educational Research; Higher Education; *Incentives; *Mail Surveys; Questionnaires; *Research Methodology; *Response Rates (Questionnaires); Responses; Sex Differences
IDENTIFIERS- *Cover Letters

Educational researchers find mail questionnaires a convenient and relatively inexpensive way to conduct a survey, but response rate remains a crucial issue. This research examines the effects of two manipulated variables, the appeal of the introductory letter and a nonmonetary incentive, on survey response rate. Gender was also used as an explanatory variable. Subjects were full-time professors. The instrument addressed faculty attitudes about the importance of scholarly activities. The nonmonetary incentive was a decaffeinated coffee bag. Cover letter appeal was more personal in the experimental letter than in the control letter. Of the 950 deliverable surveys, 422 subjects responded to the initial mailing, with 552 subjects eventually responding after 2 followup postcard reminders. The hypothesis that nonmonetary incentives increase response rate was supported; incentives increased the initial response rate slightly, at 8.8% for those receiving the coffee. There was no significant effect of the cover letter appeal or of gender. Benefits of the small increase in initial response must be weighed against the increased cost of conducting the survey. Two tables present survey findings. (Contains 17 references.) (SLD)

ED 372 094 TM 021 756

Everson, Howard T.; And Others
Using Artificial Neural Networks in Educational Research: Some Comparisons with Linear Statistical Models.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Algebra; *Classification; College Freshmen; Comparative Analysis; *Computer Uses in Education; Discriminant Analysis; *Educational Research; Higher Education; Measurement Techniques; Regression (Statistics); Sex Differences; Statistical Studies; *Student Placement; Test Anxiety
IDENTIFIERS- *Abductory Induction Mechanisms; Linear Models; *Neural Networks

This paper explores the feasibility of neural computing methods such as artificial neural networks (ANNs) and abductory induction mechanisms (AIM) for use in educational measurement. ANNs and AIMS methods are contrasted with more traditional statistical techniques, such as multiple regression and discriminant function analyses, for making classification or placement decisions in schools and colleges. Classification rates obtained with multiple regression and discriminant analysis were compared with ANN (back propagation) and AIM methods across a number of plausible models of algebra proficiency that included measures of arithmetic ability, high school achievement, test anxiety, and gender. Analyses were

Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Grade 4; Grade 8; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Mathematics Tests; *Portfolios (Background Materials); Program Implementation; Scoring; *State Programs; Teacher Attitudes; Testing Programs; Test Results; Test Use; Test Validity; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Performance Based Evaluation; *Vermont

In 1991-92 Vermont initiated a statewide portfolio assessment program in mathematics and writing in grades 4 and 8. An evaluation of the program found mixed results--although the portfolio scores were unreliable for individual or school-level reporting and teachers had concerns about implementation, the assessment had marked positive effects on instruction. This paper describes the implementation and impact of the second year of the assessment in 1992-93. Issues addressed include time spent on mathematics portfolios and best pieces, inservice training and support, changes in curriculum and instruction, portfolio preparation and scoring practices, and teacher and student attitudes toward the portfolios and student performance. Overall, the message from the more than 600 Vermont teachers surveyed about the portfolio assessment system remains mixed. Many feel that modifications they have made to emphasize problem-solving and mathematical communication skills have come at the expense of other areas of the curriculum, especially basic skills and computation. There is also little evidence that teachers' burdens in planning, administering, and scoring portfolios are decreasing. Fourteen tables present findings from teacher surveys. (Author/SLD)

ED 372 113   TM 021 940

Hambleton, Ronald K.; Plake, Barbara S.
Using an Extended Angoff Procedure To Set Standards on Complex Performance Assessments.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Evaluation Methods; *Interrater Reliability; Pilot Projects; *Scores; Scoring; *Secondary School Teachers; *Standards; Test Construction
IDENTIFIERS- *Angoff Methods; Performance Based Evaluation; Polytomous Scoring; *Standard Setting

The number of performance-based assessments is increasing rapidly, but to date there is no established procedure for setting standards on these assessments. This paper describes several extensions to the Angoff procedure to accommodate the characteristics of a performance-based assessment and presents the results of research in applying this procedure. The extensions included a revised task for panelists that involved the specification of expected scores for just barely certifiable candidates on polytomously scored exercises and weights to reflect the relative importance of scoring dimensions at the exercise level and of the exercises

Advancement; Theory Practice Relationship
IDENTIFIERS- Reform Efforts; *Social Learning Theory; Vygotsky (Lev S)

This book offers an alternative conceptual framework for effectively incorporating computer use within the heterogeneous classroom. The framework integrates Vygotskian social-learning theory with Allport's contact theory and the principles of cooperative learning. In Part 1 an essential element is identified for each of these areas. These are, in respective order, communication, integration, and cooperation. The premise is that, in a heterogeneous classroom, integration precedes learning, but each element relies on a prior communicative commitment to talk and work together cooperatively. Part 2 shifts attention to the computer-integrated classroom to examine the extent to which the three elements are incorporated into theory and practice for computer uses in the school. The final chapter of the book, Chapter 6, analyzes the use of computers for remediation purposes and describes some enrichment-oriented trends in computer-integrated instruction in heterogeneous classrooms. Computers appear to be the most powerful technical instrument available to support the vision of education as a collective enterprise for the common good. (Contains 201 references.) (SLD)

ED 372 133   UD 029 968

Osborn, Kevin
Everything You Need To Know about Bias Incidents. The Need To Know Library.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; *Bias; Causal Models; Childrens Literature; Cultural Awareness; Cultural Differences; Ethnic Groups; *Racial Differences; *Religious Discrimination; *Sex Discrimination; United States History; *Violence
IDENTIFIERS- *Hate Crime

Bias-related violence and harassment are increasing throughout the world. This book for children explores the causes and incidence of bias and also discusses what people are doing to defeat hatred and promote respect for the ways in which people differ. A bias incident or hate crime is any crime committed against a person because of his or her race, ethnic background, religion, sexual orientation, or gender. Criminal acts because of bias or prejudice are defined as hatred or negative attitudes toward a group of people who share a common characteristic. Hate crimes victimize the entire community and are really acts of terrorism. Speaking out and fighting back against bias incidents are discussed. The Los Angeles riots after the Rodney King verdict are described as an example of the way violence can escalate. The message for children is that differences among people must be recognized and respected to find common interests that are the basis of lasting community. (Contains 5 references.) (SLD)

ED 372 134   UD 029 969

Coulton, Claudia; And Others
Community Level Factors and Child Maltreatment Rates.
SPONS. AGENCY- Cleveland Foundation, Ohio.; National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.; Rockefeller Foundation, New York, N.Y.

communication, integration, and cooperation--the book combines theoretical concepts with actual classroom practices that support change. Chapters and their authors are as follows: "The Rhetoric and Practice of Cultural Diversity in U.S. Schools: Socialization, Resocialization, and Quality Schooling" (Robert A. DeVillar); "Cooperative Learning in the Culturally Diverse Classroom" (David W. Johnson and Roger T. Johnson); "Building Bridges for the Future: Anthropological Contributions to Diversity and Classroom Practices" (Steven F. Arvizu); "Responding Successfully to Cultural Diversity in Our Schools: The Teacher Connection" (Robert D. Milk); "Mentoring, Peer Coaching, and Support Systems for First-Year Minority/Bilingual Teachers" (Margarita Calderon); "Cooperative Learning for Language-Minority Students" (Richard P. Duran); "Influences of L1 Writing Proficiency on L2 Writing Proficiency" (Robert S. Carlisle); "Promoting Positive Cross-Cultural Attitudes and Perceived Competence in Culturally and Linguistically Diverse Classrooms" (Kathryn J. Lindholm); "Managing Behavior in the Culturally Diverse Classroom" (Saundra Scott Sparling); "Effectiveness of Bilingual Education: A Comparison of Various Approaches in an Elementary School District" (Linda Gonzales); "A Communicative Computer Environment for the Acquisition of ESL" (Nidia Gonzalez-Edfeldt); "Bilingual Team-Teaching Partnerships over Long Distances: A Technology-Mediated Context for Intragroup Language Attitude Change" (Dennis Sayers); "Teaching Teachers about Computers and Collaborative Problem-Solving" (Howard Budin); "Pedagogical and Research Uses of Computer-Mediated Conferencing" (Armando A. Arias, Jr. and Beryl Bellman); and "The Socioacademic Achievement Model in the Context of Coercive and Collaborative Relations of Power" (Jim Cummins). References follow chapters. Contains author and subject indexes. (GLR)

ED 372 154   UD 029 997

Elliott, Peggy Gordon
The Urban Campus. Educating the New Majority for the New Century.
PUB DATE- Jun 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Colleges; Educational Quality; Higher Education; Minority Groups; *Nontraditional Students; Reentry Students; *School Community Relationship; *Social Change; Universities; *Urban Schools
IDENTIFIERS- Diversity (Groups)

This book discusses how major changes in society have created significant implications for the delivery of higher education and reveals that it is not possible to educate students with any degree of success while operating under the same assumptions and the same models that were successful in the past. The author shows the significance of nontraditional campuses in urban areas that serve student populations that extend beyond 18 to 22-year-old, full-time students and that also interact with and respond to the needs of surrounding communities. The book is organized into seven chapters. Chapters explore (1) the development and growth of urban campuses; (2) what an urban campus is and how it works within the community; (3) who makes up the "New Majority" of students; (4) the urban faculty, their challenges and successes; (5) the frustrations and misconceptions related to urban campuses; (6) the ways in which urban colleges and universities play a key

Math and Science, a New York City program that provided instruction in English as a second language (ESL), native language arts (NLA), and bilingual instruction in the content areas of mathematics and science. The project also provided teachers of participating students (630 mostly Chinese Speaking) with extensive staff-development workshops and activities, funds for attendance at conferences, and tuition reimbursement for teachers who took pertinent courses (including computer science). The project had an active parental component that encouraged parents' active participation in their children's education. Data show that the project met its three ESL objectives, two of three mathematics objectives, and one of two science objectives. The project also met its objective for career awareness, three staff-development objectives, and one of two parental-involvement objectives. It did not meet its objective for the development of higher-order thinking skills related to mathematics. Appendices contain a list of instructional materials, class schedules, and Likert Scales used in the evaluation. The report ends with conclusions and recommendations. (GLR)

ED 372 175   UD 030 019

Burnett, Gary; Walz, Garry
Gangs in the Schools. ERIC Digest 99.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Behavior Problems; *Delinquency; Dropouts; Drug Use; High Schools; High School Students; Junior High Schools; Junior High School Students; *Juvenile Gangs; Peer Groups; Peer Influence; *Public Schools; *Social Behavior; Violence
IDENTIFIERS- ERIC Digests

This ERIC digest examines the growth and nature of juvenile gangs and the growing problem they present in the nation's public schools. It explores the characteristics of gangs, the impact gangs are having on public schools, why gangs develop and why students join them, what the schools' responses have been to gangs, and effective interactions for combating school gangs. The report reveals that gangs considerably differ in characteristics, numbers, and age ranges, but they all show strong loyalty to their neighborhoods. While gang participation is normally quite low among students, gang presence is still very disruptive to the ordinarily peaceful school atmosphere: fear, violence, drug use, and recruitment activities are common occurrences. Research shows that gangs catch hold in a school when students do not have a sense of belonging or acceptance in their lives, e.g., recent immigrants join gangs as a way to maintain a strong ethnic identity. Schools need a strategy that mobilizes school and community resources to offer alternatives to gang membership. Some intervention ideas include targeting vulnerable students and providing special assistance, establishing moral and ethical education, creating an environment where students feel valued, educating staff about how gangs develop and how to respond to them, and monitoring youth not enrolled in the school, i.e., those who hang out at, but do not attend, the school. Contains six references. (GLR) conducted in Social Anthropology, 24 of which were with Ph.D. students, and 25 of which were with Ph.D. supervisors. In departments of biochemistry, 8 interviews were conducted with heads of laboratories, and 28 were conducted with doctoral students. Myths that have developed as a result of inadequate information on British doctoral socialization in these sciences have suggested that the ways of doing doctoral research in these disciplines are quite different. In fact, these myths are substantiated by the fact that the structure of research in anthropology revolves around the student-supervisor relationship, but in biochemistry, it appears guided to a greater extent by the principle of teamwork. The role of the supervisor, however, is more similar than would appear at first glance, because the social anthropology supervisor is less directive or important day-to-day than first appearances suggest. (Contains 27 references.) (SLD)

ED 372 075 TM 021 699

Plake, Barbara S.; And Others
Effects of Informed Item Selection on Test Performance and Anxiety for Examinees Administered a Self-Adapted Test.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; College Students; Computer Assisted Testing; Difficulty Level; Graduate Students; Higher Education; *Knowledge Level; Performance; *Selection; Test Anxiety; *Test Items
IDENTIFIERS- *Self Adapted Testing

In self-adapted testing (SAT), examinees select the difficulty level of items administered. This study investigated three variations of prior information provided when taking an SAT: (1) no information (examinees selected item difficulty levels without prior information); (2) view (examinees inspected a typical item from each difficulty level prior to taking the SAT); and (3) route (examinees answered a typical item from each difficulty level and were informed prior to the SAT of the level that best matched their performance). Subjects were 218 students in an introductory statistics course, 85 percent of whom were undergraduates. No significant differences in test performance or anxiety were found as a function of providing examinees more information. Four tables are included. (Contains 9 references.) (Author/SLD)

ED 372 076 TM 021 701

Huang, Jiafen
A Bivariate Model of Intellectual Exceptionality: An Analysis of Individual Differences in Information Encoding Process.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

conducted on a sample of 290 male and 310 female college freshmen for the entire sample and for each gender. At each stage 10 randomly selected subsets were used to train and test the neural computing methods. In general, ANN and AIM methods outperformed the more traditional methods. Results suggest that neural computing methods may lead to higher rates of classification accuracy, particularly when underlying models are nonlinear. Included are four tables, and one figure. (Contains 17 references.) (Author/SLD)

ED 372 095 TM 021 759

Nathan, Mitchell J.; And Others
Learning through Self-Explanation of Mathematics Examples: Effects of Cognitive Load.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Algebra; College Students; Control Groups; Experimental Groups; Higher Education; Learning Activities; *Learning Processes; *Learning Strategies; *Metacognition; *Problem Solving; *Teaching Methods; Word Problems (Mathematics)
IDENTIFIERS- *Cognitive Load; *Self Explanation

How the self-explanation process relates to learning and subsequent problem-solving performance was studied in two experiments with college students to examine whether students taught to self-explain during a study phase show greater test gains than control group counterparts; this is an attempt to replicate the results of M. T. H. Chi and others. The applicability of this approach to the domain of algebra problem solving was tested in two studies of algebra manipulation and algebra story-problem translation involving 32 college students. In addition, learning that occurs with worked-out examples was compared with learning that takes place when subjects generate solutions and receive feedback. Results indicate that self-explanation leads to greater test improvement (averaging 20% higher) for story-problem translation tasks in which conceptual reasoning is central, but it offers only a marginal advantage for the more procedural equation manipulation. It is a valuable learning aid, but advantages are restricted. One table and three figures present study findings. (Contains 20 references.) (SLD)

ED 372 096 TM 021 765

Anderson, Joy
Annual Evaluation of School Counselors in Georgia.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Certification; *Cost Effectiveness; *Counselor Evaluation; Elementary Secondary Education;

themselves. Results obtained from using the new procedure with 12 panelists (teachers of adolescents with experience in pilot tests of the assessment) were mixed. On one hand, panelists seemed to find the new procedure straightforward to apply and were able to reach a high level of agreement among themselves about the standards. Confidence levels in the resulting standards were high. However, when given the choice, panelists definitely preferred a standard-setting procedure that was at least partly conjunctive as opposed to the extended Angoff procedure that was completely compensatory in nature. Ten tables and one figure present study findings. (Contains 7 references.) (SLD)

ED 372 114   TM 021 944

Barton, Paul E.
Becoming Literate about Literacy. Policy Information Report.
PUB DATE- 94
NOTE- 35p.; Based on "Adult Literacy in America" by Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad, see ED 358 375.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; *Adults; Criteria; Definitions; English; *Functional Literacy; Inferences; National Surveys; Problem Solving; *Prose; *Reading Skills; Scaling
IDENTIFIERS- *English Literacy; *National Adult Literacy Survey (NCES)

In 1993, under contract from the National Center for Education Statistics, the Educational Testing Service assessed the literacy proficiencies of a nationally representative sample of all adults, aged 16 and over, from nearly 27,000 homes. That assessment, the National Adult Literacy Survey, produced a profile of the English literacy skills of the adult population along three scales, each ranging from 0 to 500, for prose, documents, and quantitative material. This volume draws on results from the first official report on the survey issued in 1993. One in 5 adults performed at the lowest level of prose literacy, while 3 in 10, at Level 3, can match information in a text to the directive given to them. Only 1 in 33 were at the highest level, able to make high-level inferences based on text and to find information in dense text that contained distracting information. Results for document literacy and quantitative operations are similar. Three in 10 adults can solve problems with 2 or more numbers that must be found in printed material. Findings are presented in 28 graphs, and 15 example tasks illustrate the survey's problems. (SLD)

ED 372 115   TM 021 951

Lewis, J. C.
The Effect of Context and Gender on Assessment of Estimation.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Context Effect; Educational Assessment; Elementary Education; Elementary School Students; *Estimation (Mathematics); Females; Knowledge Level; Males;

PUB DATE- Mar 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Child Abuse; Child Neglect; *Community Influence; Context Effect; Economic Factors; Family Characteristics; *Family Structure; Low Income Groups; Neighborhoods; One Parent Family; *Poverty; Social Problems; *Urban Areas; Urban Problems

Variation in rates of officially reported child maltreatment in urban neighborhoods is related to structural determinants of community social organization: economic and family resources, residential instability, household and age structure and geographic proximity of neighborhoods to concentrated poverty. Furthermore, child maltreatment rates are found to be intercorrelated with other indicators of the breakdown of community social control and organization. These other indicators are similarly affected by the structural dimensions of neighborhood context. Children who live in neighborhoods that are characterized by poverty, excessive numbers of children per adult resident, population turnover and the concentration of female-headed families are at highest risk of maltreatment. This analysis suggests that child maltreatment is but one manifestation of community social organization and that its occurrence is related to some of the same underlying macrosocial conditions that foster other urban problems. (Contains 58 references, 5 tables, and 2 figures.) (Author)

ED 372 135   UD 029 970

Coulton, Claudia J.
Framework for Evaluating Family Centers.
PUB DATE- Jan 92
NOTE- 32p.; Prepared for the Federation for Community Planning.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Cost Effectiveness; Data Collection; *Evaluation Methods; *Family Programs; *Formative Evaluation; Measurement Techniques; Planning; *Program Evaluation; Program Improvement; Satisfaction; Systems Approach; *Urban Areas
IDENTIFIERS- *Prototypes

A framework is presented for evaluating family centers in the context of the community environment. The family centers will be created in a variety of communities and under varying auspices. Several will be selected as prototype centers and, as such, will need more elaborate evaluation plans than the others. Prototype centers will need to evaluate all, whereas other centers may need to incorporate only a portion, of the following evaluation issues: (1) population-based outcomes (effects on the target groups); (2) program outcomes (effects on families and service results); (3) systems outcomes (effects on surrounding communities); (4) process and quality (use and appropriateness of services and programs); and (5) costs. The framework must move beyond the traditional input-output models of evaluation to include the processes of program-community interaction and population dynamics throughout the entire program process. Evaluation information will come from administrative agency data and the Family Registration and Information System, as well as measures of participant satisfaction, individual, family, and community change, and archival and perceptual data. One figure illustrates the evaluation process. (Contains 16 references.) (SLD) role in moving society forward; and (7) the dynamic role urban campuses can play in preparing students for a globally competitive and technologically complex 21st century. An appendix presents an extract from "The Tutelar of the Place." Contains an index. (GLR)

ED 372 155   UD 029 998

Huff, C. Ronald, Ed.
Gangs in America.
PUB DATE- 90
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Asian Americans; Chinese Americans; *Crime; *Delinquency; Drug Use; *Ethnic Groups; Females; Hispanic Americans; *Juvenile Gangs; Minority Groups; Policy Formation; *Public Policy; Research; Sex Role; Socialization; Vietnamese People; *Violence
IDENTIFIERS- *Diversity (Groups)

This book comprised of theories and findings from researchers concerning youth gangs in the United States, is organized into the following five parts: (1) Sociological and Anthropological Perspectives on the Gang and the Community; (2) Defining and Measuring Gang Violence; (3) Diffusion, Diversity, and Drugs; (4) Assessing the Changing Knowledge Base; and (5) Public Policy Issues. Chapters and their authors are as follows: "Sociological Perspectives on Gangs: Conflicting Definitions and Concepts" (Ruth Horowitz); "Emic and Etic Perspectives on Gang Culture: The Chicano Case" (James Diego Vigil and John M. Long); "Street Gang Violence: Twice as Great, or Half as Great?" (Cheryl L. Maxson and Malcolm W. Klein); "Gang Imperialism" (Carl S. Taylor); "Cholos and Gangs: Culture Change and Street Youth in Los Angeles" (James Diego Vigil); "Chinese Gangs and Extortion" (Ko-Lin Chin); "Vietnamese Youth Gangs in Southern California" (James Diego Vigil and Steve Chong Yun); "Female Participation in Gangs" (Anne Campbell); "Social Processes of Delinquency and Drug Use among Urban Gangs" (Jeffrey Fagan); "New Wine in Old Bottles? Change and Continuity in American Gangs" (James F. Short); "Back in the Field Again: Gang Research in the Nineties" (John M. Hagedorn); "Why the United States Has Failed To Solve Its Youth Gang Problem" (Walter B. Miller); "Strategies and Perceived Agency Effectiveness in Dealing with the Youth Gang Problem" (Irving A. Spergel and G. David Curry); "Denial, Overreaction, and Misidentification: A Postscript on Public Policy" (C. Ronald Huff). Contains author and subject indexes and more than 320 references. (GLR)

ED 372 156   UD 029 999

Rothstein, Stanley William
Schooling the Poor. A Social Inquiry into the American Educational Experience. Critical Studies in Education and Culture Series.
PUB DATE- Jun 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Classroom Techniques; Discipline; *Educational Change; Elementary Secondary Education; *Immigrants; Inner City; Minority Groups; Public Schools; *School Role; Social

DESCRIPTORS- Cognitive Processes; Concept Formation; Disabilities; *Encoding (Psychology); *Gifted; Individual Differences; *Intelligence; *Learning Disabilities; Literature Reviews; Memory; *Mental Retardation; Metacognition; *Models; Psychological Studies

Mental retardation, learning disabilities, and intellectual giftedness have long been separated as different fields. In the past decade research findings suggested a continuity within the general intelligence spectrum which place the gifted on one extreme and the retarded on the other, as well as a two dimensional taxonomy of intellectual exceptionalities. Based on psychological studies of human abilities and human information encoding processing, and the biographical evidence of eminent people and specific giftedness of savants, a bivariate model of intellectual exceptionality is proposed in this study. This model links all intellectual exceptionalities together with normal people, gives a clear picture about the location of each specific group at the human information encoding level, and suggests the use of a bivariate distribution to roughly estimate the population of each specific group. (Contains 71 references.) (Author)

ED 372 077 TM 021 707

Shearer, C. Branton; Jones, James A.
The Validation of the Hillside Assessment of Perceived Intelligences (HAPI): A Measure of Howard Gardner's Theory of Multiple Intelligences.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Concurrent Validity; *Construct Validity; Correlation; Educational Assessment; Graduate Students; Higher Education; *Intelligence; Intelligence Tests; Psychometrics; Theories; Undergraduate Students
IDENTIFIERS- *Gardner (Howard); General Intelligence; *Hillside Assessment of Perceived Intelligences; Multiple Intelligences

Howard Gardner's multiple intelligence (MI) theory is an alternative to the unitary concept of general intelligence, but it lacks a practical, reliable, and valid method of assessment. The Hillside Assessment of Perceived Intelligences (HAPI) is an attempt to measure the seven constructs of MI theory with an objective, psychometrically sound instrument. Previous investigations have shown that the HAPI provides a reliable profile, but it has not been clear how much validity this profile holds. This investigation into the concurrent validity of the HAPI with other instruments found the patterns of correlation coefficients to be generally supportive of the HAPI scales. Subjects were 338 undergraduate and graduate students and 45 adults from adult education or community volunteers. However, an examination of the construct validity of the scales using contrasted groups produced mixed results. Appendixes list the core components of MI theory and HAPI scale definitions. Four tables are included. (Contains 20 references.) (Author/SLD)

ED 372 078 TM 021 709

Evaluation Methods; Field Tests; Formative Evaluation; Government Role; Performance; Program Implementation; *School Counselors; School Districts; State Legislation; State Programs; Summative Evaluation; Test Construction; *Test Use
IDENTIFIERS- *Georgia; Quality Basic Education Act (Georgia)

State law requires that all certified professional personnel employed in Georgia school systems have their performance evaluated annually by trained evaluators. The Georgia School Counselor Evaluation Program (GSCEP) was designed to be used across all systems and schools for annual formative and summative evaluation purposes. The process used to develop the model is described, as are the two evaluation instruments and the evaluation process. Results of the statewide field test and the first year of implementation serve as a backdrop for understanding why the program is no longer funded at the state level. In the spring of 1989 a 10-week pilot test of a draft of the evaluation instruments was conducted in 29 schools, and in 1989-90 a revised program was field tested in 171 school systems across the state. The program was approved for implementation in 1990-91. Only 2 of 131 counselors in the field test and 1 of 1,466 in the first year were found to be unsatisfactory. The lack of differentiation of the evaluation program in the face of its developmental and operational costs account for the fact that the state no longer allocates funds for this program. Three figures illustrate the discussion. Appendix A contains the evaluation instruments, and Appendix B presents survey results. (Contains 21 references.) (SLD)

ED 372 097   TM 021 769

Pommerich, Mary; And Others
The Performance of the Mantel-Haenszel DIF Statistic When Comparison Group Distributions Are Incongruent.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Comparative Analysis; *Item Bias; *Performance; Ratios (Mathematics); Research Methodology; Sample Size; *Scores; Simulation; *Statistical Distributions; Statistical Studies
IDENTIFIERS- Contingency Tables; *Mantel Haenszel Procedure

The functioning of two population-based Mantel-Haenszel (MH) common-odds ratios was compared. One ratio is conditioned on the observed test score, while the other is conditioned on a latent trait or true ability score. When the comparison group distributions are incongruent or nonoverlapping to some degree, the observed score represents different levels of latent ability across the comparison groups, raising a question as to the effectiveness of observed score matching under conditions that could influence performance of the MH statistic in the identification of differential item functioning (DIF). The current study varies from typical simulation methodology in that the sample sizes are assumed to be infinite, and the observed score MH common-odds ratio is computed from the expected cell frequencies of the 2x2 contingency tables. A MH common-odds ratio based on latent ability is computed to define a measure of true DIF. Under all conditions examined, the observed score MH performed similarly to the latent ability MH. This provides reassurance in conditioning on the observed score

Numbers; Sex Bias; *Sex Differences; *Test Items
IDENTIFIERS- Cognitive Abilities Test; Iowa Tests of Basic Skills; *Pictures

Whether boys and girls perform differently on mathematics estimation items with a picture format (applied context AC items) compared with items with a numbers-only (NC) format was studied when effects of computational skill, conceptual knowledge, and quantitative ability were controlled. Subjects were approximately 80,000 students from grades 4 through 8 who participated in the 1992 joint national standardization of the Iowa Tests of Basic Skills, Form K, and the Cognitive Abilities Test, Form 5. Because of the way items were selected for the estimation subtest, it was not meaningful to compare performance on AC items versus NC items alone. However, the interaction of gender with item type as mediated by computational skill, conceptual knowledge, and quantitative ability was examined. In general, males performed slightly better than females on these items, but there did not seem to be a consistent pattern of differences favoring one item type over the other for either gender group. In addition, differences were so small that there seemed to be little need for concern about gender bias attributable to applied context versus the numbers-only context. Eight tables and seven figures present the analyses. (Contains 13 references.) (SLD)

ED 372 116 TM 021 957

Wang, Tianyou; Kolen, Michael J.
A Quadratic Curve Equating Method To Equate the First Three Moments in Equipercentile Equating.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Data Collection; *Equated Scores; *Goodness of Fit; Licensing Examinations (Professions); Models; *Research Methodology; Simulation; Statistical Studies; *Test Format; Test Items
IDENTIFIERS- ACT Assessment; *Equipercentile Equating; *Quadratic Equations

In this paper a quadratic curve equating method for different test forms under a random-group data-collection design is proposed. Procedures for implementing this method and related issues are described and discussed. The quadratic-curve method was evaluated with real test data (from two 30-item subtests for a professional licensure examination and two 20-item subtests from the reading portion of the American College Testing program assessment) and simulated data in terms of model fit and equating error, and was compared with several other equating methods. It was found that the quadratic-curve method fit many of the real test data examined, and that when the model fits the population, this method could perform better than other, more sophisticated equating methods. Six tables and 12 figures illustrate the analyses. (Contains 9 references.) (SLD)

ED 372 117 TM 021 958

Fan, Xitao; Mathews, Tom A.
Using Bootstrap Procedures To Assess the Issue of Predictive Bias

ED 372 136   UD 029 971

Coulton, Claudia J.; Pandey, Shanta
Geographic Concentration of Poverty and Risk to Children in Urban Neighborhoods.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Sep 91
NOTE- 41p.; Paper presented at the Armington Program's Conference on Poverty and Children (September, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; *Children; Demography; Ecological Factors; Economic Factors; *Geographic Location; Human Geography; Intervention; Low Income Groups; *Neighborhoods; Place of Residence; *Poverty; Prevention; Social Problems; *Urban Areas; Urban Problems
IDENTIFIERS- Concentration; *Ohio (Cleveland)

It is argued that the geographic concentration of the poor often serves to concentrate other negative social and physical conditions. From this ecological perspective, the growth of concentrated poverty is examined in Cleveland (Ohio). The investigation uses a database developed for Cleveland and its suburbs with information on social, economic, demographic, and physical characteristics, as well as the incidence of selected social problems. The area covered by poverty conditions in Cleveland has grown geometrically since 1970. Poor areas now cover more than one-third of the city. Six indicators of the well being of children demonstrate that children in the high-poverty areas are at greater risk than those in the low-poverty areas, even though the impact of the concentration of poverty is not uniform for all indicators and is mediated by other factors. Demographic factors are interrelated with social conditions as well. Knowledge of what accounts for the differential effects of poor neighborhoods on children can lead to preventive interventions at the neighborhood level. Five tables present study findings. (Contains 25 references.) (SLD)

ED 372 137   UD 029 974

Compensatory Education (CE) Process Evaluation: Elementary and Secondary Programs, 1993-94.
PUB DATE- Apr 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Delivery Systems; *Disadvantaged Youth; Educationally Disadvantaged; *Elementary School Teachers; Intermediate Grades; Junior High Schools; Middle Schools; Principals; Program Evaluation; Program Improvement; Public Schools; Questionnaires; Secondary School Teachers; *Thinking Skills; *Urban Schools
IDENTIFIERS- Middle School Students; Pullout Programs

The Thinking Skills Program of the Saginaw Public Schools was evaluated in a process evaluation. The School District of the City of Saginaw (Michigan) operates a supplemental educational delivery system in reading and mathematics that consists of Chapter-1 funded elementary and secondary compensatory education (CE). Elementary CE is both a push-in (operating in

Control; Social History; *Social Integration; *State Schools; Urban Schools

This book combines history with sociology to examines state-supported schools. A description of the pauper schools of the early 1800s shows how they became the foundation for the common schools that followed. The book focuses on the disciplinary and pedagogic practices that public schools utilized in their attempts to regulate and socialize immigrant and poor students. It shows how compulsory education sought to alleviate urban crime while assimilating the immigrants who flocked to the U.S. and explains how the militaristic schools of the late nineteenth century became more bureaucratic and set in their ways in spite of the new thinking in education represented by John Dewey. It also reveals how schools have functioned through specific forms of moral and social regulation to discipline, punish, and infantilize in the name of order, national identity, and cultural homogeneity. Contains a 29-item bibliography and an index. (GLR)

ED 372 157 UD 030 000

Cummings, Scott, Ed.; Monti, Daniel J., Ed.
Gangs: The Origins and Impact of Contemporary Youth Gangs in the United States.
PUB DATE- Apr 93
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; Crime; *Delinquency; Drug Use; Hispanic Americans; *Juvenile Gangs; Minority Groups; Public Policy; *Racial Relations; Research; Socialization; *Urban Youth; *Violence

This book presents papers from some leading social scientists and scholars who examine the contemporary contours of America's gang problem. New material is provided on wilding (i.e., running amok for no specific reason) gangs, migration and drug trafficking, and public education disruption. Other topics involve organization of gangs, their social function, their relation to conventional society, and the social and psychological factors that contribute to involvement in them. Papers and their authors are as follows: "Origins and Problems of Gang Research in the United States" (Daniel J. Monti); "Gangs, Drugs, and Violence" (Joan Moore); "Anatomy of a Wilding Gang" (Scott Cummings); " Down With the Program': Racial Attitudes and Group Violence Among Youth in Bensonhurst and Gravesend" (Howard Pinderhughes); "The Established Gang" (Diego Vigil); "Hispanic Street Gangs in Chicago's Public Schools" (Ray Hutchison and Charles Kyle); "Blazon Nouveau: Gang Graffiti in the Barrios of Los Angeles and Chicago" (Ray Hutchison); "The Working Gang" (Felix Padilla); "Gang Organization and Migration" (Jerome H. Skolnick, Ricky Bluthenthal, and Theodore Correl); "Gangs in More- and Less-Settled Communities" (Daniel J. Monti); Moral Panic and the Response to Gangs in California' (Pat Jackson with Cary Rudman); "Gangs and Civil Rights" (Robert A. Destro); and "Public Policy and Gangs: Social Science and the Urban Underclass" (Scott Cummings and Daniel J. Monti). Contains an index and a bibliography of more than 500 items. (GLR)

ED 372 158 UD 030 001

McCarthy, Cameron, Ed.; Crichlow, Warren, Ed.

Spray, Judith A.; Reckase, Mark D.
The Selection of Test Items for Decision Making with a Computer Adaptive Test.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; Bayesian Statistics; *Computer Assisted Testing; *Decision Making; Estimation (Mathematics); Higher Education; Item Banks; Mathematics Tests; Research Methodology; *Selection; Simulation; Student Placement; Test Construction; *Test Items; Test Length
IDENTIFIERS- COMPASS (Computer Assisted Test)

The issue of test-item selection in support of decision making in adaptive testing is considered. The number of items needed to make a decision is compared for two approaches: selecting items from an item pool that are most informative at the decision point or selecting items that are most informative at the examinee's ability level. The first approach is explored using a method based on sequential Bayes estimation and the second is based on the sequential probability ratio test (SPRT). Simulation studies used item parameters from an actual mathematics item pool developed for COMPASS, the American College Testing Program's computerized adaptive-testing package for college placement. Results could not be compared directly because matching the decision error rates for the two procedures is beyond the scope of the paper. Results do provide clear evidence that selecting items to maximize information at the decision points results in shorter average test lengths than selecting items to maximize information either at true ability (which is impossible) or at the most recent ability estimate. It is expected that these results will generalize to many adaptive-testing applications. (Contains 14 references and 2 figures.) (SLD)

ED 372 079   TM 021 712

Summary of Statistical and Financial Data of the Utah State Superintendent of Public Instruction 1992-93.
PUB DATE- 93
NOTE- 477p.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Dropouts; *Educational Finance; Elementary Secondary Education; *Enrollment; *Expenditures; High School Graduates; Income; *Public Schools; State Departments of Education; Student Characteristics; Tables (Data); Teacher Certification
IDENTIFIERS- *Utah

This supplement to the Annual Report of the State Superintendent of Public Instruction provides statistical and financial data about the public schools of Utah in 1992-93. The Statistical Section contains information about student enrollment and membership, which exceeded 461,000 students, and about characteristics of the state's student body, including information about high school graduates and dropouts. Information is also presented about the state's teachers, including numbers of certificated personnel, the programs in which they teach, and salary information. The Financial Section when the MH statistic is applied to large finite samples with comparison groups that are not completely overlapping. Two figures and five tables are included. (Contains 6 references.) (SLD)

ED 372 098　　　　TM 021 771

Chen, Ching-Hui; Brown, Scott W.
Results of the Computer Use Survey for School of Education Students.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Education Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Computer Anxiety; Computer Attitudes; *Computer Uses in Education; *Educational Technology; Education Majors; Higher Education; Large Group Instruction; Small Group Instruction; *Student Attitudes; Surveys; *Teacher Education; Teaching Methods; Word Processing

To gather information on the importance of current educational-technology innovations for students in the IBM Teacher Preparation Program (an integrated Bachelor's and Master's program) at the University of Connecticut's School of Education, a survey was sent to all students enrolled in the program in April 1993. Responses were received from 115 students, 93 of whom were female. Almost 95% had taken a course that taught them to use computers, with 80.5% of these courses at the college level. Approximately 56% reported that they often used computers. As teachers, 35.4% indicated that they seldom used a computer, while 27.4% used one often, and 22.1% never used one. Nearly 16% used computers often as an instructional tool. A majority (79.6%) used computers for word processing, but almost 57% did not use any computer applications to develop instruction. Subjects had the greatest degree of confidence in computer use for individualized instruction and the least confidence in computer use for large group instruction. Overall, it is evident that students are learning with and about computers. Nine figures present survey findings. An appendix presents the survey itself. (SLD)

ED 372 099　　　　TM 021 773

Uslick, JoAnn; Walker, Carole
An Evaluation of an Innovation: Standardized Test Scores Were Not Valid Indicators of Success.
PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; *Achievement Tests; Beliefs; Cooperative Learning; Curriculum; Educational Change; *Educational Innovation; Educational Technology; Elementary Education; Mathematics; Program Evaluation; Research Methodology; *Scores; *Standardized Tests; Student Attitudes; Suburban Schools; Teacher Attitudes; Teacher Role; Urban Schools
IDENTIFIERS- California Achievement Tests; *Lighthouse Learning

in College GPA Prediction for Ethnic Groups.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Class Rank; College Students; Ethnic Groups; *Grade Point Average; Higher Education; High Schools; *Prediction; Predictor Variables; *Scores; *Statistical Significance; Statistical Studies
IDENTIFIERS- *Bootstrap Methods; Empirical Research; *Scholastic Aptitude Test

In this paper the bootstrap technique was applied to the evaluation of potential predictive bias for different ethnic groups using the Scholastic Aptitude Test (SAT) and high school ranks to predict college grade point averages (GPAs). Data of three ethnic groups were used; the total number of subjects was close to 5,000. Both conventional statistical-significance testing and the bootstrap procedure were used, and the results from the two approaches compared. For the data analyzed, when one predictor (SAT score) was used for GPA prediction, the two approaches provided somewhat different results. When two predictors (SAT score and high school rank) were used, the two approaches provided similar results. Where difference occurred, it was suggested that the results from the bootstrap approach might be more plausible. The paper demonstrated the feasibility of applying the bootstrap technique to the research in the area of predictive bias. Because the bootstrap procedure is more empirically grounded, some problems associated with conventional statistical-significance testing may be avoided. Three tables and four figures are included. (Contains 32 references.) (Author/SLD)

ED 372 118 TM 021 959

Martinez Aleman, Ana M.
The Cognitive Value of College Women's Friendships.
PUB DATE- Apr 94
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *College Students; *Females; *Friendship; Higher Education; Models; *Peer Relationship; Peer Teaching; Social Development; Stress Variables; Values

The cognitive nature, power, and educational value of college women's friendships were studied. As a means for dissolving the boundaries between the academic and intellectual, and as a place where autonomy and interdependence are in dynamic exercise, female friendships can provide a model for peer-assisted learning in higher education. Data were gathered through traditional cross-sectional survey means and through naturalistic and qualitative interview techniques. Subjects were 2 bisexual, 3 lesbian, and 38 heterosexual female college students. Six themes emerged from the interviews. For these college women, their conversations with a female friend served as: (1) a respite from academic stress and anxiety; (2) validation and support of their thinking and ideas; (3) testing

regular classrooms) and a pull-out program that serves 1,819 students in grades 1 through 5. The secondary CE is a self-contained classroom program that involves about 621 students in grades 6 through 8. The Thinking Skills Program (TSP) is part of the secondary CE. Questionnaires completed by 15 middle school teachers and 495 students, as well as interviews with 8 principals and classroom observations of 18 teachers provided evaluation data. Nearly 25 percent of teachers indicated that they had difficulty implementing TSP methods, and participating students still showed low achievement, particularly in reading. Recommendations for program improvement centered on these findings, and also supported the purchase of additional computers and supplies, better teacher training, better program management, and better reporting of testing results. Two text tables and eight in the appendixes present study findings. The eight appendixes contain checklists, questionnaire results, and teacher ratings. (SLD)

ED 372 138   UD 029 976

Pretlow, Tharyll W.
Pro-social Awareness Skills Strategies that Provide Behaviorally Correct Options to the Elementary Grade Urban Learner.
PUB DATE- 93
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Behavior Change; Conflict Resolution; Elementary School Students; Grade 3; *Interpersonal Competence; Knowledge Level; Pretests Posttests; Primary Education; *Prosocial Behavior; *Student Attitudes; Teaching Methods; Urban Schools; *Urban Youth; Workshops

This practicum was devised to promote academic achievement by reducing problem behavior in third graders. Students developed behaviorally correct options to promote prosocial behavior and avoidance of hostile situations in their social context by identifying social deficits and using discovery and transfer-learning techniques. Student pre- and post-assessment activities were developed, and behavior and academic progress charts were prepared. Child-centered mini-workshops presented individualized activities relative to identified social deficits and conflict-avoidance options. Pre- and post-achievement tests were administered, and a child-behavior checklist was completed for each child. The 21 subjects also completed pre- and post-self-assessment activities. Data analysis reveals that the targeted participants in the behavior-change practicum were more likely to avoid hostile situations and to focus on academic achievement. Posttest behavior-checklist observations and posttest academic-achievement results demonstrate an awareness by participants of what being prosocial means, knowledge of how to apply their social skills, and improved academic achievement. Four appendixes contain a strategies chart, a parent-notification letter, a progress chart, and a certificate of participation. (Contains 14 references.) (SLD)

ED 372 139   UD 029 977

Dinkins, Preston
Multicultural Teaching Strategies for Simplifying Mathematical Concepts and Principles.
PUB DATE- 94

Race, Identity and Representation in Education.
PUB DATE- 93
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Black Studies; *Cultural Pluralism;
  Curriculum Development; *Educational Change; Elementary
  Secondary Education; English Instruction; *Equal Education;
  Foreign Countries; Hispanic Americans; *Racial Relations;
  Teacher Influence
IDENTIFIERS- Canada

This book presents 24 essays, written by scholars in the humanities and social sciences, that offer cultural and poststructural appraisals of race. The essays illustrate the range, scope, diversity, appeal, and power of work currently underway in the field. They attempt to intervene in the increasingly acrimonious debate over racial inequality and educational reform. Essays and their authors are as follows: "On the Theoretical Concept of Race" (Michael Omi and Howard Winant); "The New Cultural Politics of Difference" (Cornel West); "Constructing the 'Other': Rightist Reconstructions of Common Sense" (Michael W. Apple); "Traveling To Teach: Postcolonial Critics in the American Academy" (Ali Behdad); "Racism, Sexism, and Nation Building in Canada" (Roxana Ng); "Notes on Understanding Curriculum as a Racial Text" (William F. Pinar); "White is a Color! White Defensiveness, Postmodernism, and Anti-Racist Pedagogy" (Leslie G. Roman); "Cultural Studies and/in New Worlds" (Lawrence Grossberg); "Racialization and Children" (Richard Hatcher and Barry Troyna); "Children and the Grammar of Popular Racism" (Fazal Rizvi); "Negotiating Work, Identity, and Desire: The Adolescent Dilemmas of Working-Class Girls of French and Algerian Descent in a Vocational High School" (Catherine Raissiguier); "How White Teachers Construct Race" (Christine E. Sleeter); "Technologies of Marginality: Strategies of Stardom and Displacement in Adolescent Life" (Glenn M. Hudak); "Slips that Show and Tell: Fashioning Multiculture as a Problem of Representation" (Deborah P. Britzman; And Others); "I Pledge Allegiance: The Politics of Reading and Using Educational Films" (Elizabeth Ellsworth); "Toni Morrison Teaching the Interminable" (Susan Huddleston Edgerton); "Encoding White Resentment: 'Grand Canyon'--A Narrative for Our Times" (Hazel V. Carby); "Multiculturalism and Oppositionality" (Michele Wallace); "Black Studies, Cultural Studies: Performative Acts" (Manthia Diawara); "Opposition and the Education of Chicana/os" (Laura Elisa Perez); "Decolonization and the Curriculum of English" (Patrick McGee); "After the Canon: Knowledge and Ideological Representation in the Multicultural Discourse on Curriculum Reform" (Cameron McCarthy); and "The Politics of Knowledge" (Edward Said). References follow essays. Contains an index. (GLR)

ED 372 159   UD 030 002

Hyde, Margaret O.; Forsyth, Elizabeth H.
Know about Gays and Lesbians.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

reviews the sources of revenue and types of expenditures for the state. Information is presented in 1 summary table, 4 charts, and 57 unnumbered summaries in table form. A glossary is attached. (SLD)

ED 372 080 TM 021 717

Siegel, Janna; Lester, Shaun E.
The Self Administered Inventory of Learning Strengths for College Students.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aural Learning; *Cognitive Style; College Students; Feedback; Higher Education; *Kinesthetic Perception; Learning Modalities; Learning Strategies; Metacognition; Pilot Projects; Self Evaluation (Individuals); Student Improvement; Study Skills; *Test Construction; Test Use; *Visual Learning
IDENTIFIERS- New Mexico; *Self Administered Inventory of Learning Strengths

Understanding how they learn best is important for beginning and returning college students. This self-awareness can assist students in developing their classroom learning, study skills, and instructional habits throughout their college careers. For this reason, a quick, inexpensive learning style inventory appropriate for college populations was constructed to aid them in understanding their learning strengths. The Self Administered Inventory of Learning Strengths (SAILS) was constructed as an alternative to traditional learning style inventories, which have some problems. The instrument, its rationale, and proper uses are described. The developed inventory assesses learning styles in the domains of visual, auditory, and kinesthetic preferences. The test has been piloted in several New Mexico community colleges and universities. Results have established that it is easily self-administered and provides useful information for college students. The inventory is attached. (Contains 10 references.) (Author/SLD)

ED 372 081 TM 021 719

Sugrue, Brenda
Specifications for the Design of Problem-Solving Assessments in Science. Project 2.1. Designs for Assessing Individual and Group Problem-Solving.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chemistry; *Educational Assessment; Inferences; Models; Multiple Choice Tests; *Problem Solving; *Research Methodology; *Science Education; *Test Construction; Test Reliability; Test Validity; *Thinking Skills
IDENTIFIERS- Hands On Experience; Open Ended Questions; Test Specifications

This report describes a methodology for increasing the validity and reliability of inferences made about the problem-solving

Project

An overview is provided of the evaluation of the Lighthouse Project, an education enhancement project that began in one urban and two suburban districts. Its methodology was the context for showing how the focus on the results of a standardized achievement test in mathematics inhibited the implementation of mathematics reform in the elementary grades. It is evident that this teacher-driven innovation had a significant impact on teacher and student attitudes about mathematics and about technology as a tool for learning. Judgments based on the analysis of journal entries, surveys, interviews, observations, and California Achievement Test results support the following conclusions: (1) technology facilitates cooperative learning and individualized learning; (2) technology can be a catalyst for changing attitudes about mathematics and the teacher's role; (3) assessment of student learning should align with beliefs, curriculum, and instruction; and (4) accountability measures such as standardized tests should not be used to judge the impact of the program on student learning. Five appendixes, which contain seven figures, provide supplemental information about the evaluation and student achievement. (Contains 37 references.) (SLD)

ED 372 100 TM 021 774

Elwood, Jannette

Equity Issues in Performance Assessment. Undermining Gender Stereotypes: Examination Performance in the UK at 16.

PUB DATE- Apr 94

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Adolescents; Case Studies; Educational Discrimination; English; *Equal Education; Females; Foreign Countries; Males; Mathematics; *National Competency Tests; Performance; Questionnaires; Secondary Education; Sex Differences; *Sex Stereotypes; Surveys; *Test Bias; Test Use

IDENTIFIERS- England; *General Certificate of Education; Performance Based Evaluation

Since its introduction in 1988 the General Certificate of Secondary Education (GCSE), the main public examination for pupils at age 16 in England, Wales, and Northern Ireland, has become an obvious area in which to investigate gender-related differences in performance. As a complex attainment test, the GCSE is largely made up of a coursework element that can be classified as performance assessment. In the autumn of 1992, the University of London Examinations and Assessment Council Research Section expanded work already in progress to analyze the actual performance of students on the GCSE in English and mathematics, and to investigate causes of differential performance in these subjects. Data came from nearly 3,000 examination papers, 200 questionnaire survey responses of school departmental heads, and case study investigations. Gender differences in English are found to be substantial and not decreasing, but gender differences in mathematics are decreasing and have narrowed to a 2% difference in favor of boys. The complex web of factors that causes these differences is discussed, particularly with regard to coursework and the sites for ideas; (4) risk-free testing sites for their ideas; (5) a source for different and diverse perspectives; and (6) sources of information and advice. Implications of the educative power of female friendships for higher education systems are discussed. (Contains 48 references.) (SLD)

ED 372 119 TM 021 962

Kominski, Robert; Adams, Andrea
We the Americans: Our Education.
PUB DATE- Sep 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Bachelors Degrees; *Census Figures; Doctoral Degrees; *Educational Attainment; Educational History; Educational Trends; Elementary Secondary Education; *Enrollment; Ethnic Groups; *Higher Education; High School Graduates; Masters Degrees; Racial Differences; Sex Differences; Tables (Data); Trend Analysis
IDENTIFIERS- Census 1990

Information about education in the United States from the 1990 Census of Population and Housing is presented. In 1990, there were nearly 65 million Americans enrolled in school. Nearly half were enrolled in elementary school, with 17 percent in high school and more than 25 percent enrolled in colleges across the nation. More citizens are going to school, and more are staying in school longer. Educational attainment has increased steadily since 1940. For the first time in the country's history, more than three-fourths of those over 25 had completed high school. Differences in the educational attainment of men and women is relatively small, but the same cannot be said for differences between ethnic and racial groups. However, all groups have improved in high school completion in the past decade. Nearly one-fifth of all adults have earned a bachelor's degree or higher, and 7 percent of adults reported that they held an advanced degree. Four tables and 12 figures summarize the information about educational enrollment and attainment in the United States. (SLD)

ED 372 120 TM 021 963

Grover, Burton L.
Philosophical Inquiry into Meta-Analysis.
PUB DATE- Oct 93
NOTE- 14p.; Paper presented to the Northwest Philosophy of Education Society (Vancouver, British Columbia, Canada, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Hypothesis Testing; Integrated Activities; Literature Reviews; *Meta Analysis; *Philosophy; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Criterion Variables; *Philosophers

A search of the ERIC database and a review of the literature suggests that meta-analysis is ignored by philosophers, a situation that is regrettable but remediable. Meta-analysis is a method by which one attempts to integrate findings quantitatively from several research studies related to a

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; Cultural Awareness; *Cultural Differences; Educational Environment; Educational History; Educational Practices; *Educational Technology; Elementary Secondary Education; *Mathematical Concepts; Mathematical Models; Mathematicians; *Multicultural Education; *Teaching Methods; Time Factors (Learning)

Educators can learn to use the unique cultural aspects of their students to create a learning environment that fosters the acquisition of mathematics concepts and principles. When teaching students in a multicultural setting, it is important to build on the student's intuition of the subject matter, to base instruction on situational story telling, and to establish within the student a strong number sense. When possible, everyday fun-type problems should be incorporated into teaching strategies. Studying the history of mathematics can sometimes help explain why things are done, and presenting the chronological as well as logical reasons for a mathematics idea can help achieve teaching for understanding. The following strategies are particularly useful in teaching students from culturally diverse backgrounds: (1) use cooperative-learning groups; (2) use modern techniques and technology; (3) use supervised practice and time with individual students; (4) learn the special cultural needs of each student; (5) respect the sources of difference and adapt teaching strategies; and (6) discuss the history of mathematics and the contributions of diverse mathematicians. (Contains 18 references.) (SLD)

ED 372 140 UD 029 978

Diversifying Our Great City School Teachers: Twenty Year Trends.
PUB DATE- Oct 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cultural Pluralism; *Educational Trends; Education Majors; Elementary Secondary Education; Higher Education; Inner City; *Minority Group Teachers; Public Schools; Teacher Education; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; Trend Analysis; *Urban Schools
IDENTIFIERS- *Council of Great City Schools

This report reviews and analyzes data and issues affecting the supply and demand for teachers in urban public schools for the past, present, and future. The demography of urban teachers does not match that of students. While students of color made up 74.7 percent of all students in the Great City Schools, teachers of color were only 37.9 percent of the total in 1990. Current trends suggest that the supply and diversity of urban teachers is threatened. The interest of youth of color in education has declined, as evidenced by a drop of 56 percent from 1976 to 1989 in the number of bachelor's degrees awarded in education to people of color. In 1990-91, central-city public schools had much more difficulty in filling their teacher vacancies than did suburban and large-town schools. In addition, the gap between higher teacher pay in cities and nationally has lessened, meaning that there is less financial incentive to choose urban schools in which to teach. At present, people of color are not well represented in the public school teaching force, and nothing suggests that the trend will

Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Civil Rights; Homophobia; *Homosexuality; *Lesbianism; Political Issues; *Sex Stereotypes; Sexuality

Homosexuality has emerged as a major issue making headlines across the country, including initiatives, which have been put on state and local ballots, that limit or guarantee the civil rights of gays and lesbians. This book, designed as a guide for juveniles, separates fact from fiction about gays and lesbians and explains homosexuality in clear, readable terms. It traces the history of social attitudes toward gays and lesbians and explores current thinking on the causes of homosexuality. It also examines some specific problems, including those faced by homosexual teens and their parents and the challenge that AIDS has created for the gay community. The book explains that gays and lesbians are people in all walks of life, few of whom fit the usual stereotypes. Contains an index. (GLR)

ED 372 160 UD 030 003

Martin, Rebecca R.
Libraries and the Changing Face of Academia. Responses to Growing Multicultural Populations.
PUB DATE- 94
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010) ; Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Students; *Cultural Pluralism; Foreign Students; Higher Education; Library Instruction; *Library Services; *School Libraries; Student Needs
IDENTIFIERS- *Diversity (Groups); State University of New York Albany; University of California Santa Cruz; University of New Mexico

The impact of a changing college-student population on educational programs and services is being felt throughout American higher-education circles. This book provides an overview for librarians and educators of multicultural issues in higher education and existing library programs that is related to multicultural and international students. The book consists of three parts. Part 1 examines related research and program development in the political and institutional context of cultural diversity in higher education, in the associated experience with international students in academic libraries, and in the practical literature on library services for multicultural populations. Part 2 explores the responses to multicultural student needs by libraries at three public universities in different parts of the United States. In-depth case studies are presented for library programs at the University of California, Santa Cruz; the University of New Mexico; and the University at Albany, State University of New York. Part 3 provides an analysis of the program approaches used at the case-study sites and considers libraries as public organizations as it draws from the organizational-responsiveness literature. Advantages and disadvantages of these programs are identified. An appendix provides information offered by the universities about their library services and resources. Contains 135 references and an index. (GLR)

ED 372 161 UD 030 004

O'Daniel, Richard M.
Empowerment Issues of An Afrocentric Perspective: Disempowering Racism in American Education.

ability of science students that is based on performance on different kinds of tests. The generalizable cognitive components of problem solving that might be targeted by assessment are described, and specifications are presented for designing multiple-choice, open-ended, and hands-on assessments of problem solving. Some prototype assessments that implement the specifications in the domain of chemistry are presented as examples. Three comprehensive models of the components of problem solving are reviewed to illustrate the range of variables involved and to give a basis for selecting a subset of variables to be targeted by assessment. The specificity of definition of the cognitive constructs of interest in assessment goes beyond vague ideas of understanding and reasoning to identification of specific knowledge types and the links among them and the specific aspects of higher order thinking that have been found to influence problem solving. Nine figures and 17 examples illustrate the discussion. (Contains 138 references.) (SLD)

ED 372 082 TM 021 723

Wilkinson, L. David; And Others
Riding Them off into the Sunset: A Cost-Effectiveness Review of a District's Special Programs. Publication No. 93.10.
PUB DATE- Apr 94
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Budgeting; Comparative Analysis; *Cost Effectiveness; Dropout Research; *Dropouts; *Evaluation Methods; Norm Referenced Tests; *Program Evaluation; Research Methodology; School Districts; Test Results; Volunteers
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Norm Referenced Assessment Program for Texas

In the 1992-93 school year, in response to a request from the Board of Trustees of the Austin Independent School District (Texas) (AISD), the district's Office of Research and Evaluation conducted a retrospective examination of the 1991-92 AISD programs to determine cost-effectiveness when possible. This report describes the review process. Cost-effectiveness was calculated by dividing a measure of cost in dollars by one of two measures of effect: achievement or not dropping out. Cost was defined as the program's appropriation (budget). Achievement was based on scores on the Norm-Referenced Assessment Program for Texas or the Iowa Tests of Basic Skills. Dropout information came from the district's system or comparisons of predicted and actual dropouts. The office reviewed 85 programs or program components, with cost-effectiveness calculated for 18 by achievement, 16 by dropout measures, and the balance rated on other measures of effectiveness. Most programs were rated as effective. Many programs with high initial costs were relatively low in cost per student once established. The cost-effectiveness of volunteer services was also demonstrated. Twenty-seven tables present study data. (Contains 12 references.) (SLD)

ED 372 083 TM 021 724

impact on modifications planned for the GCSE. Five tables present study findings. (Contains 21 references.) (SLD)

ED 372 101 TM 021 781

Ainley, John
Multiple Indicators of High School Effectiveness.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Educational Policy; Educational Quality; Effective Schools Research; Foreign Countries; Grade 9; High Schools; High School Students; Learning Strategies; *Outcomes of Education; *School Effectiveness; School Holding Power; *Student Attitudes; Student Motivation
IDENTIFIERS- *Indicators; Student Engagement

Studies of school effectiveness have sometimes been criticized for placing too great an emphasis on a limited range of achievement measures as indicators of school quality. This paper draws on a study of secondary schools in Australia to explore the extent to which achievement growth, attitudes toward school, and school holding power are associated using a cohort of some 3,000 young people who were Grade 9 students in 1987 in a representative sample of 22 government secondary schools. Results for student attitudes toward school, approaches to learning, and achievement suggest that, although there is some scatter, there is a tendency for the three aspects of school effectiveness to be associated. In general there is some support for the proposition that high schools tend to be effective across a range of outcomes. Within that generalization the data also show that some schools do rather better on some outcomes than others. These differences in patterns of outcomes can be interpreted in terms of school programs and policies in ways that support theories relating to student engagement or withdrawal from school and learning. Three tables and three figures are included. (Contains 50 references.) (Author/SLD)

ED 372 102 TM 021 820

Yee, Darlene
Report on the Development and Evaluation of the "Survey of Undergraduate Alumni" and the "Survey of Graduate Alumni" in Health Education at San Francisco State University.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; College Faculty; Course Evaluation; Curriculum Evaluation; Delphi Technique; Evaluation Methods; *Graduate Students; Graduate Surveys; *Health Education; Higher Education; Pilot Projects; Program Evaluation; Satisfaction; *Test Construction; Test Use; *Undergraduate Students; *Vocational Followup
IDENTIFIERS- *San Francisco State University CA

The "Survey of Undergraduate Alumni" and the "Survey of Graduate common general topic. Philosophers should certainly pay attention to meta-analysis if their task is to investigate knowledge claims and assess their significance. Three areas in particular are fertile ground for philosophers. One is the importance of the questions considered by meta-analysis. Another is the matter of generalization to a population. A third area for philosophers to consider is variation in criterion variables and parsimony. Many have been excited about the potential of meta-analysis to make sense of a mass of confusing contradictory studies and to reach new conclusions where none seemed logically possible. While results of some meta-analyses encourage this excitement, disagreements among methodologists can be disconcerting. Better technical expertise may resolve such problems, but it is also possible that philosophical consideration will give more direction to these efforts. (Contains 9 references.) (SLD)

ED 372 121 TM 021 964

State Student Assessment Programs. Midwestern Region.
PUB DATE- Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; *Educational Assessment; Educational Planning; Elementary Secondary Education; Mathematics Tests; Program Descriptions; Questionnaires; *State Programs; *Student Evaluation; *Testing Programs; Test Results; *Test Use; Writing Evaluation
IDENTIFIERS- *North Central Regional Educational Laboratory; Performance Based Evaluation; *United States (Midwest)

Reports on the student assessment systems of states participating in the North Central Regional Educational Laboratory are presented. These reports were developed from the database of the Council of Chief State School Officers and the North Central Regional Educational Laboratory. Detailed information about each state's student assessment program design, purposes, and future plans is included in the database, which was prepared from questionnaires completed by the states. The reports are organized in the format of the questionnaire. The first section provides an overview of the current state assessment system. The second section focuses on nontraditional assessment practices, with subsections devoted to mathematics and writing assessments. The final section focuses on details of the current assessment system. States included are Indiana, Illinois, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. State programs examined in detail include: (1) the Illinois Goals Assessment Program, (2) Indiana Statewide Assessment, (3) the Michigan Educational Assessment Program, (4) the Minnesota Testing Program, (5) Ohio Ninth-Grade Proficiency Testing, (6) Ohio Norm-Referenced Achievement Tests, (7) Wisconsin's Third Grade Reading Test, and (8) the Wisconsin Student Assessment Program. (SLD)

ED 372 122 TM 021 965

Berkay, Paul; And Others
Administration Guide for the Opinions about Deaf People Scale: A Scale To Measure Hearing Adults' Beliefs about the Capabilities of Deaf Adults.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American

be reversed. A multiethnic teaching force brings benefits to minority-group children and also can help break the cultural isolation of many students of the dominant culture. Nine graphs present data on teacher supply and demand. (Contains 13 references.) (SLD)

ED 372 141 UD 029 979

Williams, Francine; And Others
Managing Conflict.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; Educational Administration; Educational Environment; *Educational Practices; Elementary Secondary Education; Instructional Materials; Interpersonal Communication; Models; *Problem Solving; *Racial Relations; *Teaching Methods; *Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

This package of materials is designed to provide schools with information, suggestions, and activities that can increase awareness of the nature of conflicts, conflict-resolution strategies, and the management of conflict and crisis situations. It focuses on developing a positive school climate that enhances intergroup relationships, encourages proactive recognition of potential problems, and provides suggestions for management of racial crises. The guide is organized into the following seven sections: (1) "Background (How To Manage the Inevitable)"; (2) "A Proactive Approach to Conflict Resolution"; (3) "Steps To Take to Lessen Racial Tension"; (4) "What To Do If a Racial Crisis Occurs"; (5) "Conflict Resolution Models"; (6) "Student Lessons in Teaching Conflict Management"; and (7) "Appendix," which contains suggestions for an administration's crisis response, the action-trial plan for junior high schools, and a form for successful practices in managing conflict. The guide offers some new and practical ideas to assist educators in teaching students new avenues for conflict resolution and communication and in providing a safe and orderly environment that is open to criticism, praise, and learning. (SLD)

ED 372 142 UD 029 981

Steps to Starting a Summerbridge Program.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Counseling; Cross Age Teaching; Disadvantaged Youth; Educational Planning; Elementary School Students; Elementary Secondary Education; Ethnic Groups; High School Students; *Peer Teaching; *Program Implementation; *Summer Programs; *Tutors; Undergraduate Students; *Urban Schools
IDENTIFIERS- *Summerbridge

PUB DATE- 26 Mar 94
NOTE- 15p.; Paper presented at the National Conference on Blacks in Higher Education (19th, March 26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College Administration; College Faculty; Higher Education; Postsecondary Education; Public Schools; Racial Relations; Research; *Teacher Attitudes
IDENTIFIERS- *Afrocentrism; *Empowerment; Focus Groups

This paper explores a facet of the organizational implications of an Afrocentric perspective in American education, primarily in public schools. It also explores, through two focus groups, the perceptions of 10 African-American school administrators and 10 teachers in a graduate education supervision class. The focus groups made it clear that the Afrocentric perspective in American education is an issue that has come of age; however, the data identified a few critical distinctions between administrators' and teachers' perceptions. Because of these differences in perspective, the argument arises that there is a need for Afrocentric resource centers within schools and educational systems and that the Afrocentric idea is an essential step toward progress and greater inclusion of Blacks into the American dream. (Contains four references.) (GLR)

ED 372 162 UD 030 005

Dropout Data Report and Program Summary, 1992-93.
PUB DATE- Jun 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- At Risk Persons; Demography; *Dropout Characteristics; Dropout Prevention; Dropout Rate; *Dropouts; Elementary School Students; High School Students; Junior High School Students; School Districts; Statistical Data; Tables (Data)
IDENTIFIERS- *North Carolina

This report provides statistical information on the characteristics of students who dropped out of North Carolina public schools during the 1992-93 academic year. Statistical data are provided for each of the state's local education agencies in the areas of number of dropouts and dropout rates, as well as demographic data and dropout comparisons between gender and race. Among the data it is shown that: (1) most dropout occurrences were in grades 9 and 10, constituting more than 60 percent of the total dropouts; (2) slightly more than 60 percent of dropouts in grades 1 through 12 were White, whereas Blacks accounted for 30.21 percent; (3) males across all races had higher dropout rates than females; (4) slightly more than 69 percent of dropouts had been enrolled in the general curriculum, whereas approximately 13 percent had been enrolled in an exceptional children's program; (5) the highest percentages of dropouts also possessed the lowest scores in achievement tests--nearly 75 percent scored lower than the 50th percentile; and (6) the most common reasons for dropping out, constituting nearly 54 percent of the total, were academic problems and choosing work over school. Program summary data, including information relevant to dropout prevention, conclude the report. (GLR)

1993 at a Glance: Executive Summaries of Reports from the Office of Research and Evaluation.
PUB DATE- Mar 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Demonstration Programs; *Dropout Programs; Dropout Research; Educational Change; Educational Improvement; Educational Technology; Elementary Secondary Education; Grade Repetition; High School Graduates; Mathematics Instruction; Program Development; *Program Evaluation; Program Improvement; *Research Reports; School Districts; Science Instruction; Surveys; Tables (Data); Teacher Recruitment; Technological Advancement
IDENTIFIERS- *Austin Independent School District TX; Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2

This compilation contains executive summaries of 13 program evaluations conducted by the Office of Research and Evaluation of the Austin Independent School District (AISD) (Texas), as well as short summary reports on 3 programs. The following summaries are included: (1) "1991-92 Dropout Report"; (2) "Faculty/Staff Recruitment Report: Calendar Year 1992"; (3) "Historical Retention Report, 1992-93"; (4) "School Based Improvement: Changes in AISD, 1992-93"; (5) "Annual Report on Student Achievement 1992-93"; (6) "It's about Schools: 1992-93 Report on Surveys"; (7) "Austin Youth River Watch Program"; (8) "Chapter 1/Chapter 1 Migrant, 1992-93"; (9) "Chapter 2 Formula: 1992-93 Final Report"; (10) "Piecing Together an Integrated Approach to Drug-Free Schools: 1992-93 Final Report"; (11) "Elementary Technology Demonstration Schools, The Third Year, 1992-93. ESEA Title II Final Report"; (12) "Improving Mathematics and Science Teaching: 1992-93"; and (13) "Title VII Newcomers Program: 1992-93 Final Report." Two of the summary reports concern Chapter 2 programs, and the third is a survey of 1991 graduates. Eleven tables and 19 graphs present findings from these studies. (SLD)

ED 372 084 TM 021 725

Research and Evaluation Agenda 1993-94 for AISD 1993-94.
PUB DATE- Jan 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Agenda Setting; Budgets; Cost Effectiveness; Dropout Research; Educational Finance; Educational Planning; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; Financial Support; Needs Assessment; Program Effectiveness; *Program Evaluation; *Research Needs; *Resource Allocation; School Districts; State Legislation; State Programs; Testing Programs
IDENTIFIERS- *Austin Independent School District TX

The research and evaluation agenda for the Austin Independent School District (AISD) (Texas) is determined for each school year, subject to current needs and requests. The evaluations and other major projects for 1993-94 will focus on three major areas. First is providing school support. Testing programs mandated by state law and district policy will be coordinated and administered, and information and support will be provided

Alumni" for the Department of Health Education at San Francisco State University (California) were developed and evaluated. The surveys were intended to measure alumni satisfaction with the programs in health education. Using a modified Delphi technique, a group of six faculty experts helped develop both surveys. Pilot testing was completed with 10 undergraduate and graduate alumni. Subsequent field testing was completed with 47 undergraduate and graduate alumni. Items on both surveys were grouped and tabulated with MINI-TAB. Statistical results are included in Appendix C. It can be concluded that both surveys are practical and useful methods of student alumni assessment. It can also be summarized that the undergraduate and graduate alumni are satisfied with their respective baccalaureate and master's degrees in health education. Appendixes A and B contain the survey instruments. (SLD)

ED 372 103   TM 021 823

Wilson, Linda D.
Assessment Reforms in Search of a Theory.
SPONS. AGENCY- Department of Education, Washington, DC.; National Center for Research in Mathematical Sciences Education, Madison, WI.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Constructivism (Learning); *Educational Assessment; Educational Change; Educational Theories; Learning; *Mathematics Instruction; *Standards; *Theory Practice Relationship
IDENTIFIERS- *National Council of Teachers of Mathematics; *Reform Efforts; Standard Setting

Examination of the development of the standards documents of the National Council of Teachers of Mathematics (NCTM) points to constructivism as the central view of learning that underlies the reform movement in mathematics education. Constructivism is a theory of how learning occurs. It assumes that knowledge is not passively received, but rather is actively built up by the subject during cognition. The function of cognition is seen as adaptive, and it is assumed that cognition serves the subject's organization of the experiential world. Constructivists view mathematics as socially constructed. Certain assessment practices are more compatible with constructivism than they are with other theories of learning. The assessment standards as they have been created cannot be called either constructivist or nonconstructivist. They are aligned with constructivism in some respects and represent constructivism as it is usually reflected in mathematics reform efforts. In other respects, they reflect the divergent opinions of a group who needed substantial compromise to arrive at a practical document. (Contains 19 references.) (SLD)

ED 372 104   TM 021 827

Kochan, Susan E.; And Others
Improving Louisiana's School Report Cards with Input from Parents and School Staff.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Attitude Measures; Attitudes; *Beliefs; College Students; Construct Validity; *Deafness; Disabilities; Factor Structure; Guides; Higher Education; Intelligence; Scores; *Scoring; *Testing; Test Reliability
IDENTIFIERS- *Opinions about Deaf People Scale

Instructions for the administration of the Opinions about Deaf People Scale are given. This scale measures the beliefs of hearing adults about the capabilities of deaf adults. The somewhat ambiguous title of the instrument is designed to avoid leading respondents to respond in socially desirable ways. The instrument is based on misconceptions hearing adults might hold about the capabilities of deaf adults. The scale can be administered individually or to a group. It is a summative scale, and each subject's score can be calculated by adding the points for all 20 items. A low score reflects a positive attitude about the capabilities of the deaf, while a high score reflects a negative attitude. A scoring key is included. A pilot test with 290 college students supported construct validity and suggested one general deaf capabilities factor, with a few items that correlate moderately to strongly with an intelligence factor. The scale is in Appendix A. (SLD)

ED 372 123 TM 021 968

Lee, John B.
Changes in Faculty Salaries: 1970 to 1990.
PUB DATE- Apr 94
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; *College Faculty; Demography; *Economic Factors; *Educational Trends; Higher Education; *Income; Institutional Characteristics; Private Colleges; Public Colleges; Sex Differences; *Teacher Salaries; Trend Analysis

College faculty purchasing power was at an all-time high in 1972-73, but then dropped during the 1970s. In the early 1980s, it began to rise and then leveled off in the past few years with the onset of another drop from the 1988-89 high. Twenty years of full-time college and university faculty members' salaries are compared with annual measures of institutional and economic activity to identify any correlations. Salaries are regarded separately for gender, public and private sectors, and for assistant professors, with data from the National Center for Education Statistics higher education reports (salary data are missing for only a few years). Contrary to expectation, faculty salary did not increase consistently with institutional income. Private college salaries are more sensitive to changes in institutional income than are public college salaries, perhaps because of the importance of private giving and tuition. College and university income is related to the gross national product. Overall, there has been a lack of improvement in

A Summerbridge program is a comprehensive 2- to 3-year academic program with intensive summer and school-year sessions, year-round counseling, and family advocacy and is followed by continued support through high school. The tuition-free program targets talented students with limited educational opportunities who are taught by a faculty composed entirely of high school students and college undergraduates. The main goal is to prepare younger students to succeed in high school and to provide essential service opportunities and the experience of teaching for high school and college students. Each Summerbridge program reflects the ethnic and economic diversity of the community it serves. With a generally defined pedagogy and substantive support by talented educators, Summerbridge turns over responsibility for teaching, curriculum development, counseling, advising, and administration to its young faculty. Programs are located at independent and public schools and serve children in the middle school years, depending on the site. The history of the Summerbridge program is traced, and steps to building a program are outlined from preplanning through the decision to start. A roster of 28 current Summerbridge programs is attached. (SLD)

ED 372 143 UD 029 982

National PTA/World Book Successful Learning Survey.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Beliefs; Elementary Education; Elementary School Students; Parent Attitudes; Parent Influence; *Parent Participation; *Parents; *Parent School Relationship; *Principals; School Role; Self Concept; Surveys; Teacher Role

In 1991 World Book and the National Elementary School Principals conducted a study of over 8,700 elementary school principals concerning attitudes they felt were important about the parental role in education. The current study compares the perceptions of principals with the opinions of parents through a national random telephone survey of 830 parents of children in grades 1 through 8. Parents were chosen from the Market Facts, Inc., panel for market research. Parents agreed with principals in feeling that listening to and talking with the child is essential, and they agreed with the importance of showing pride, instilling a strong work ethic, fostering self-confidence, and a number of other commonly accepted ways to promote academic achievement. Principals were less likely than parents to believe that it was important to make frequent use of museums, libraries and cultural activities or that it was important to continue to correct and develop the child's language and grammar as they grew. The most notable difference was that only 47 percent of principals thought it was important for parents to encourage the child to go on to higher education, while 92 percent of parents considered this important. Eighty-two percent of parents (responding to a parents-only question) considered their roles in their children's education essential, and 80 percent thought that the school supported them extremely or very well in that role. (SLD)

ED 372 144 UD 029 983

Partnerships for Minority Student Achievement Program (PMSA).
PUB DATE- 93

ED 372 163   UD 030 006

Davis, Dale
You Don't Know Me. The Young Mothers Program. Rochester City School District.
PUB DATE- 94
NOTE- 38p.; A publication of the Education and Culture Project. The project is also sponsored by the New York State Library Center, Young Mothers Program Project UNIQUE.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Early Parenthood; Family Life; Fear; Females; High School Students; *Mother Attitudes; *Personal Narratives; *Pregnant Students; Public Schools; Urban Education; Writing (Composition); Writing Assignments; Youth Problems

This booklet contains a collection of essays that were written by teenage mothers participating in a writing project in the Rochester City School District and who share their feelings about themselves and their pregnancies. Their writings deal with parenthood at an early age and all of the repercussions that follow such a choice. The booklet also contains a brief overview of the Young Mothers Program, a program providing pregnant and parenting teenagers with the opportunity to continue or complete their education in a safe school setting with supportive care. (GLR)

ED 372 164   UD 030 007

Davis, Dale, Ed.
Let Me Tell You.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; New York State Council on the Arts, New York.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Adolescents; Crime; Drug Abuse; High Schools; High School Students; Junior High Schools; Junior High School Students; *Personal Narratives; Racial Relations; Socioeconomic Status; *Student Attitudes; Violence; Writing (Composition)

This booklet contains a collection of writings by students of Alternative Junior/Senior High School in Fairport, New York, who share their thoughts about the world and the society of which they are a part. Their comments include thoughts on being at risk in the educational system; living poor; music styles that they like; what they see as relevant in the world today; views on violence, crime, and drugs; and the problem of racism. (GLR)

ED 372 165   UD 030 008

Wallace, Judy Maxine
The Controversy of Cultural Matching: Its Significance within a Mentoring Framework.
PUB DATE- 94
NOTE- 229p.; Master's Thesis, University of California, Davis.
LANGUAGE- English

to schools. Second is research and analysis. Tools for evaluation, such as the AISD Generic Evaluation System (GENESYS) and other district techniques, will continue to be developed, maintained, and improved. Using them, some long-range analyses will be performed. Third is the evaluation of locally funded programs, treatments, and initiatives with a high priority for the school district. Program effectiveness studies are to include cost effectiveness when possible. Programs funded by resources outside the AISD budget, such as Federally funded and state- funded programs are also to be evaluated. New directions that are influencing the allocation of priorities and resources of the Office of Research and Evaluation (ORE) are (1) accountability, (2) the 1993-94 District Improvement Plan, and (3) the study of dropouts. Three attachments provide information about ORE staff and operations and three figures illustrate the discussion. (SLD)

ED 372 085 TM 021 726

Kluever, Raymond C.; Green, Kathy E.
An Examination of Ethnic and Gender Differences in the Raven Coloured Progressive Matrices Test.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anglo Americans; *Cultural Differences; Elementary Education; Elementary School Students; *Ethnic Groups; *Hispanic Americans; *Intelligence Tests; Rural Schools; *Sex Differences; Test Bias; Test Results; Test Use
IDENTIFIERS- *Ravens Coloured Progressive Matrices

Response patterns to the Raven Coloured Progressive Matrices (CPM) were analyzed for a sample of 203 Hispanic and 254 Anglo first- through fifth-grade children from a rural school district in southern Colorado. Gender distributions were nearly equal. Gender and ethnic differences were examined within the context of determining whether the CPM functioned in a similar manner across groups. The greatest differences in test structure were found between boys and girls, not between ethnic groups. Some performance differences were found between Anglo and Hispanic children, particularly with fourth- and fifth-grade girls. Results suggest that use of the CPM subtests may provide insight into the mechanisms underlying these gender and ethnic differences. One figure and eight tables are included. (Contains 10 references.) (Author/SLD)

ED 372 086 TM 021 748

Gipps, Caroline V.
Quality Assurance in Teachers' Assessment.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meetings of both the American Educational Research Association (New Orleans, LA, April 4-8, 1994) and the British Educational Research Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Assessment;

Educational Research Association (New Orleans, LA, April 4-8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Rating; Educational Improvement; Elementary Secondary Education; *Information Dissemination; Parent Attitudes; *Parents; *Profiles; *Report Cards; School Districts; School Statistics; State Programs; Teacher Attitudes; *Teachers; Test Results
IDENTIFIERS- Focus Groups Approach; *Louisiana

Louisiana is one of the few states that uses indicator data to produce school report cards for statewide distribution to parents. The system, the Progress Profiles Program, produces report cards that must be accessible, meaningful, and understandable to a lay audience. An evaluation of the 1991-92 report cards was undertaken in 1993. In Phase 1 approximately 2,000 parents and 6,000 faculty members were asked about the readability and utility of report card information. Responses from 291 parents found them generally positive about the report cards, but doubtful that they would have real impact. The 2,139 teachers were less uniformly positive than were the parents, and more than 40 percent thought that publishing report cards would not help improve the quality of education. Teachers found the report cards less informative than did parents. Revisions based on opinions from four focus groups include individualized formats for elementary, secondary, and K-12 schools, with additional explanatory text, better design, more information about indicators, and revision to an eighth-grade text level. Four exhibits present study findings. Attachments present high school and all-grade school report cards. (Contains 4 references.) (SLD)

ED 372 105   TM 021 828

Linn, Robert L., Ed.
Educational Measurement. Third Edition. American Council on Education Series on Higher Education.
PUB DATE- 93
NOTE- 610p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ability; Achievement Tests; Admission Criteria; Cognitive Psychology; Computer Assisted Testing; Counseling; Disabilities; Educational Assessment; *Educational Testing; Equated Scores; Identification; *Item Response Theory; *Measurement Techniques; Norms; Scaling; *Scoring; *Student Evaluation; Student Placement; Test Bias; Test Construction; Testing Problems; Testing Programs; Test Reliability; *Test Theory; Test Use; Test Validity
IDENTIFIERS- Language Minorities

This collection explores the theory and applications of educational testing. It is divided into sections on theory and general principles of educational measurement, administration of tests and scoring, and applications of testing. The following chapters present information on test theory and use: (1) "Current Perspectives and Future Directions" (Robert L. Linn); (2) "Validity" (Samuel Messick); (3) "Reliability" (Leonard S. Feldt and Robert L. Brennan); (4) "Principles and Selected Applications of Item Response Theory" (Ronald K. Hambleton); (5) "Bias in Test Use" (Nancy S. Cole and Pamela A. Moss); (6) "Scaling, Norming, and Equating" (Nancy S. Petersen, female faculty salaries compared with those of males. In general, the belief that if colleges get more money, faculty will get raises was not supported. Colleges with more money are more likely to expand programs, services, and new hiring. Four tables and 12 charts present study findings. (Contains 5 references.) (SLD)

ED 372 124   TM 021 969

Fan, Xitao
Does Bootstrap Procedure Provide Biased Estimates? An Empirical Examination for a Case of Multiple Regression.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Monte Carlo Methods; *Regression (Statistics); *Sample Size; *Sampling; Simulation; Statistical Studies; *Validity
IDENTIFIERS- *Bootstrap Methods; Population Parameters

This paper empirically and systematically assessed the performance of bootstrap resampling procedure as it was applied to a regression model. Parameter estimates from Monte Carlo experiments (repeated sampling from population) and bootstrap experiments (repeated resampling from one original bootstrap sample) were generated and compared. Sample sizes of 20, 30, 50, and 100 were considered in the simulation. Ten independent Monte Carlo experiments and 10 independent bootstrap experiments were conducted respectively for each sample size condition, with 1,000 samples (resamples for bootstrap) for each experiment. Estimates for standardized regression coefficients were obtained from each sample, and the mean estimates across samples were evaluated in relation to the population parameters. The results indicate that, as the number of resamples increases, the mean bootstrapped estimates did not show a clear tendency to converge on the population parameters. But, with the increase of the original bootstrap sample size, the quality of the bootstrapped estimates improved. For the case of regression analysis, the results raise some concern about the validity of the assumption underlying the bootstrap procedure. (Contains 27 references and 9 figures.) (Author)

ED 372 125   UD 029 935

Bumpass, Larry L.; Sweet, James A.
Family Experiences across the Life Course: Differences by Cohort, Education, and Race/Ethnicity.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- 91
NOTE- 42p.; Paper prepared for the IUSSP Conference on the Peopling of the Americas (Vera Cruz, Mexico).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Child Rearing; Comparative Analysis; *Ethnic Groups; *Family Life; *Hispanic Americans; Marital Instability; *Minority Groups; One Parent Family; Parent Child Relationship;

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Mathematics Education; *Minority Groups; *Partnerships in Education; *Program Descriptions; Public Schools; School Districts; *Science Education; Staff Development; Teacher Education; *Urban Schools
IDENTIFIERS- National Science Foundation; Reform Efforts

This packet of materials describes the Partnerships for Minority Achievement (PMSA) Project of the National Science Foundation (NSF). PMSA is a comprehensive precollege program that builds on the NSF strategy of forging alliances and partnerships for systemic reform. The partnerships identify successful models in the public and private sectors to support their replication. Projects attempt to increase the participation of minority students in science and mathematics and contain teacher-enhancement and staff-development components. A list is provided of project directors for fiscal years 1992 and 1993 in nine public school districts. A map identifies these project sites. Abstracts then describe activities at each of the sites, as follow: (1) Prince George's County Public Schools (Maryland); (2) Durham Public Schools (North Carolina); (3) Santa Ana Unified School District (California); (4) Rochester City Schools (New York); (5) New Haven City School District (Connecticut); (6) Normandy School District, Saint Louis (Missouri); (7) Los Angeles Unified School District (California); (8) Brownsville Independent School District (Texas); and (9) Chattanooga Public Schools (Tennessee). (SLD)

ED 372 145 UD 029 988

Student Service and Philanthropy Project. A Resource Guide for Establishing a Student-Run Foundation.
PUB DATE- 94
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; Cooperation; *Disadvantaged Youth; Experiential Learning; Financial Support; High Schools; High School Students; Leadership; Management Development; *Philanthropic Foundations; *Resource Materials; *Student Projects; Teamwork; *Urban Schools; Values; Volunteers
IDENTIFIERS- New York City Board of Education; Reflective Practice

The Student Service and Philanthropy Project provides students with opportunities to effect positive change in their communities through leadership. By creating minifoundations, young people are empowered to propose, review, implement, and fund service projects that make a difference. A unique aspect of the program is its assumption that youth are capable of implementing valuable ideas. In semester 1, students engage in activities that promote teamwork, study the history of foundations, develop ideas, and practice leadership and public speaking. In semester 2, they undertake service projects, reflect on them, learn problem solving, and practice journal writing. This guide contains materials to help the students develop their foundations. Lesson-plan formats are provided that combine easy use with maximum flexibility. A list of eight resources is given for additional help. (Contains 9

EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Counseling; Delinquency; Ethnicity; *Mentors;
Minority Groups; *Modeling (Psychology); Racial Identification;
Research Needs; Role Models; *Social Science Research; Social
Services; Sociology; *Transracial Adoption; Violence

This thesis addresses the issue of cultural matching in the area of mentoring in youth and social services and examines, within the context of current and future racial relations, the potential messages that cultural matching may be communicating to youth. The beginning chapters historically trace juvenile delinquency and child-saving services and the current status of youth. This is followed by chapters that define and provide various interpretations of mentoring and its history; its program structures, goals, and operations; research evaluating its effects; and other sociological and psychological research in support of its ideology. Next is a discussion on the two perspectives of how matching should be executed, their ideological bases, and how the opposing beliefs can be understood through the application of sociological literature pertaining to the nature of prejudice, intergroup relations, and ideologies of assimilation and multicultural societies. A brief chapter presents research on minority children's racial and ethnic identities, areas often mentioned in defense of cultural matching. Finally, two social-service cases are compared on the basis of their transracial-adoption and human-service relationships. Recommendations for the future of the field and directions for evaluation conclude the paper. An appendix presents study data. (Contains more than 250 references.) (GLR)

ED 372 166   UD 030 009

Garcia, Cecilia M., Ed.
Threads of Diversity--The Fabric of Unity. Issues Conference
(Washington, D.C., September 29-October 2, 1993).
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.;
AT&T Communications, Inc., New York, NY.; Ford Motor Co.,
Dearborn, Mich.
PUB DATE- 2 Oct 93
NOTE- 184p.; Funding also provided by Telemundo.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Cultural Pluralism; Curriculum
Development; Group Activities; Health Needs; *Hispanic
Americans; Lobbying; *Political Issues; *Public Policy; *Racial
Discrimination; *Racial Relations

This proceedings comes from a conference whose purpose was to provide a vehicle for thoughtful discourse and analysis of such Hispanic American issues as education; access to health care; and community viability and the environment as viewed bv Latino theorists, activists, and the Hispanic members of Congress. The discussions included the challenge for Hispanics in using cultural diversity as a strength, the culturally inclusive curriculum, the environmental movement and environmental hazards, education, access to health care, community validity, women and public policy, coalition building, and the viability and results of an electronic town meeting. Specific to the curriculum, the participants note that little research money has been allocated to study the impact of multicultural curricula. The presenters illustrate the complexity of the problem of low academic achievement, and suggest that designing a culturally inclusive curriculum should be seen as only one

Elementary Secondary Education; *Evaluation Methods; Feedback; Foreign Countries; Formative Evaluation; Generalizability Theory; Models; Statistical Analysis; *Student Evaluation; Teacher Expectations of Students; *Teacher Made Tests; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Moderation; Panel Consensus Technique; *Quality Assurance; United Kingdom

The teacher assessment that is the subject of this paper is an essentially informal activity. The teacher assesses the student by posing questions, observing activities, and evaluating work in a planned or ad hoc way. The information obtained may be partial or fragmented, but repeating such assessments over time will allow the buildup of a solid and broadly based understanding of student attainment. Such assessment can certainly be formative. Examination of the assessment procedures of teachers preparing the teacher-assessment element of the British National Assessment suggests that teachers may be categorized by their approach to assessment as intuitives, evidence gatherers, and systematic planners. Issues of reliability and validity are discussed, and the moderation of teachers' assessments by the common or consensus judgments of a group or panel of teachers or experts is reviewed. Such moderation is a feature of the British National Assessment. While assessment that is internal to the school is more professionally rewarding to the teacher in terms of enhancing teaching and learning and is more valid, assessment that is to be used outside the school must be more demonstrably comparable across teachers, tasks, and pupils. Statistical moderation and other forms of quality assurance can help ensure this. (Contains 23 references.) (SLD)

et al.); (7) "Implications of Cognitive Psychology for Educational Measurement" (Richard E. Snow and David F. Lohman); (8) "The Specification and Development of Tests of Achievement and Ability" (Jason Millman and Jennifer Greene); (9) "The Four Generations of Computerized Educational Measurement" (C. Victor Bunderson, et al.); (10) "Computer Technology in Test Construction and Processing" (Frank B. Baker); (11) "The Effects of Special Preparation on Measures of Scholastic Ability" (Lloyd Bond); (12) "Designing Tests that Are Integrated with Instruction" (Anthony J. Nitko); (13) "Administrative Uses of School Testing Programs" (Joy A. Frechtling); (14) "Certification of Student Competence" (Richard M. Jaeger); (15) "Educational Admissions and Placement" (Douglas R. Whitney); (16) "Counseling" (Lenore W. Harmon); (17) "Identification of Mild Handicaps" (Lorrie A. Shepard); and (18) "Testing of Linguistic Minorities" (Richard P. Duran). The papers are complimented by 76 figures and 32 tables. References follow each chapter. (SLD)

Prediction; Research; *Sociocultural Patterns; Trend Analysis; *Whites
IDENTIFIERS- Indicators

This paper provides an overview of family experience in the United States by examining three dimensions: (1) childhood family experience, including the experiences of one-parent and step-parent families, and age at homeleaving; (2) marriage and childbearing including nonmarital childbearing, cohabitation, marriage, home ownership, and marital disruption; and (3) relationships with parents in adulthood, including returning to the parental household after marrying, having older parents move in with their children, and the death of parents. All data tables contained in the report include differences across birth cohorts; educational groups; and among non-Hispanic whites, blacks, and Chicanos. The report focuses on aggregate differences in experience, not independent net effects based on multivariate differences. Data reveal both remarkable change and large differences by race-ethnicity, and education. (Contains 31 references.) (GLR)

references.) (SLD)

ED 372 146 UD 029 989

Burnett, Gary
Varieties of Multicultural Education: An Introduction. ERIC Digest 98.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classification; Cultural Awareness; Cultural Pluralism; *Curriculum Development; Definitions; *Educational Change; Elementary Secondary Education; *Multicultural Education; Needs Assessment; Political Influences; Program Development; *Program Implementation; *School Restructuring
IDENTIFIERS- ERIC Digests

Multicultural education has become a controversial topic in recent years, and in the midst of such controversy, there has been little agreement on a precise conceptualization of multicultural education. It is apparent that it takes many forms. A typology is presented that divides multicultural education programs into three categories according to their primary emphasis. The first includes content-oriented programs, which are the most common and immediately recognizable approaches to multicultural education. In its simplest form, this type of program adds a multicultural gloss to a standard curriculum. More sophisticated versions actually transform the curriculum. The second category includes student-oriented programs that address the academic needs of defined groups of students, often minorities. The third category includes socially oriented programs that seek to reform schooling and the political and cultural contexts of education. Identifying these categories may help educators develop programs that reflect the diversity of their student bodies. (Contains 10 references.) (SLD) step in what must be a multifaceted approach. Presenters also discuss the appropriate roles of parents, industry, community, and school systems in the educational system. Among the elements suggested for successful educational partnerships are long-term commitment, accountability, financial resources, and mutual respect. Conference attenders conclude that Hispanics must use their diversity and be politically active to ensure that policies regarding environment and education reflect their concerns. (GLR)

ED 372 167   UD 030 010

Augustin, Marc A.
Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Final Evaluation Report 1992-93. OER Report.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Bilingual Education; *Career Development; Curriculum Development; Dropout Prevention; Educational Assessment; English (Second Language); *Haitians; High Schools; *Hispanic Americans; Limited English Speaking; Mathematics Education; Numeracy; *Outcomes of Education; Parent Participation; Program Effectiveness; Program Evaluation; Science Education; Social Studies; Staff Development; *Urban Education
IDENTIFIERS- New York City Board of Education

This report examines the progress in 1992-93 of the Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) in New York City. In the year under review, Project CAP served a total of 292 students with limited English proficiency who were also limited in their ability to read and write in their native language. Participating students received instruction in English as a second language (ESL); native language arts (NLA); and the content-area subjects of mathematics, science, and social studies. Although the project established a multifaceted parental component, which included ESL classes and educational trips, it found it difficult to stimulate participation. The project met its objectives for ESL, American culture and citizenship, cultural heritage, attitude toward school, career development, dropout prevention, attendance, staff development, and curriculum development. The project only partially met its objectives for Spanish and Haitian NLA, parental involvement, and content-area courses. Recommendations include the need to attempt to increase passing rates in Haitian and Spanish NLA as well as the content-area courses by using techniques such as small-group and individual instruction and peer tutoring, as well as offering more materials to accommodate students' different learning styles. Appendices contain a list of instructional materials, class schedules, and the study's Likert scale measurements. (GLR)

ED 372 168   UD 030 011

Dworkowitz, Barbara
Queens Tri-School Confederation 1992-93 Evaluation Report. OREA Report.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English

Abell, Sue

Helping Adults to Spell.
91p. 1mf. L1 ED 371 234

Abood, Faye

Improving Parental Coping Skills during the Adjustment Period: A Model Divorce Education Program.
64p. 1mf. L1 ED 371 285

Abromitis, Barbara

The Role of Metacognition in Reading Comprehension: Implications for Instruction. Literacy Research Report No. 19.
31p. 1mf. L1 ED 371 291

Adams, Andrea

We the Americans: Our Education.
13p. 1mf. L1 ED 372 119

Adams, Jacob E., Jr.

School District Size and State Educational Costs in Kentucky. Revised.
48p. 1mf. L1 ED 371 921

Addonizio, Michael

School Choice: Economic and Fiscal Perspectives. Policy Report PR-B12.
33p. 1mf. L1 ED 371 447

Adkins, Kathleen

A Workshop and Resource Program for Training and Motivating College English Professors To Teach Critical Thinking Skills.
44p. 1mf. L1 ED 372 046

Ahearn, Eileen M.

Involvement of Students with Disabilities in the New American Schools Development Corporation Projects. Project FORUM.
35p. 1mf. L1 ED 371 513

Ahlberg, Janet

A Thinker Tool: for the Jolly Postman or Other People's Letters; for the Paper Bag Princess; for Pigs; for the Velveteen Rabbit.
61p. 1mf. L2 ED 371 859

Ahmad, Mahassen

Texas Nutrition Education and Training Program for Federal Fiscal Year 1993. Final Evaluation Report.
101p. 2mf. L1 ED 372 049

Ainley, John

Multiple Indicators of High School Effectiveness.
18p. 1mf. L1 ED 372 101

Butland, Mark J.

Teacher Immediacy and Power in the Classroom: The Application of Implicit Communication Theory.
41p. 1mf. L1 ED 371 421

Bynner, John

The Basic Skills of Young Adults. Some Findings from the 1970 British Cohort Study.
121p. 2mf. L1 ED 371 232

Byra, Mark

A Comparison of Two Supervisory Models in a Preservice Teaching Practicum.
15p. 1mf. L1 ED 372 065

Byrne, Sandra

Using Quality To Redesign School Systems: The Cutting Edge of Common Sense.
168p. 0mf. L3 ED 371 453

Cahape, Patricia

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8p. L1 ED 371 698

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